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ABSTRACT

The objective of this report is to present recommendations and criteria for planning, developing, and evaluating school and system-level media programs. These recommendations are based on a broad concept of services, intended to provide students and teachers with the media services and resources necessary for quality education. A broad plan is presented, rather than a step-by-step manual, with discussion of (1) the media program, including rationale, program criteria, and student skills development; (2) personnel, including certification, competencies, staffing patterns and support staff; (3) budget; (4) resources, including accessibility, selection and collections; (5) facilities, including planning, functional and spatial relationships, design and furnishings; and (6) the system-level media program, including program components, services, staffing, materials, equipment, and a professional reference collection. Appended are a selected bibliography, an assessment instrument, and a guide for accessioning media. (STS)

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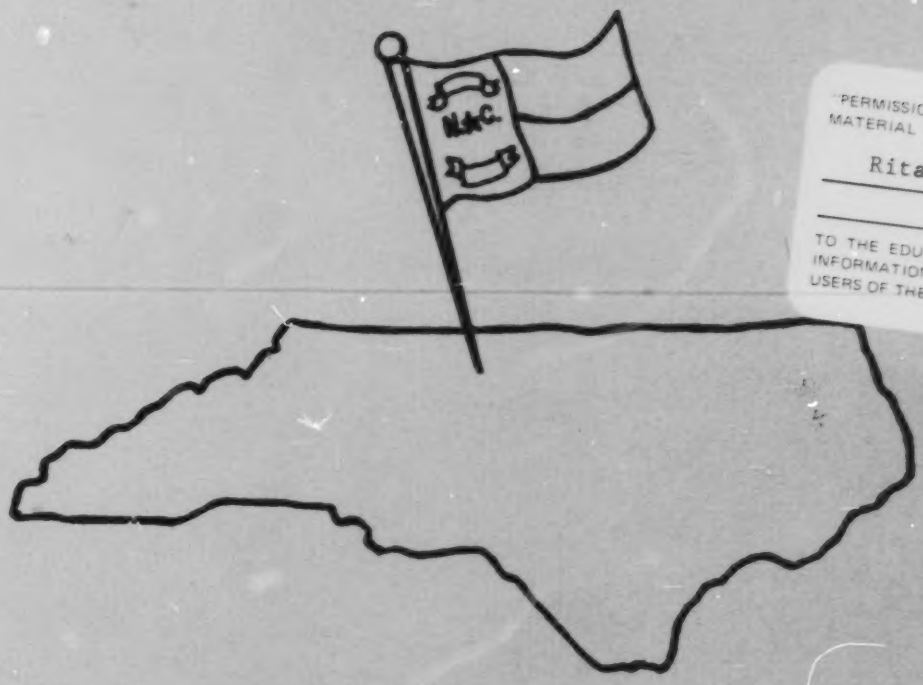
MEDIA PROGRAM RECOMMENDATIONS

Individual School/Administrative Unit



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FOREWORD

The most effective instructional programs employ a multisensory approach to learning in their effort to serve students with varying backgrounds, abilities, needs, and interests. Such an approach embraces the potential of all sources of information--printed, visual, auditory, and tactile. It involves the use of all types of media by students and faculty in achieving the objectives of the school. In such an instructional environment the comprehensive media program is a fundamental part of the educational process, supporting, extending, and enriching the curriculum.

These recommendations, approved by the State Board of Education at its November, 1975, meeting, should be looked upon as criteria for planning, developing, and evaluating media programs which serve the learning needs of students and the instructional needs of teachers based on the objectives of the educational program of the school.

Effective implementation of these recommendations will require the carefully orchestrated cooperation and contribution of the local board of education, administrators, supervisors, teachers, media personnel, and students. As a result of careful study and conscientious effort to incorporate them in day-to-day operational procedures, these recommendations should make a significant contribution to the improvement of public education in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

PREFACE

MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ADMINISTRATIVE UNIT is the result of the contribution of many individuals from the public schools of North Carolina, from colleges and universities, and from the Department of Public Instruction. The enthusiastic participation of so many individuals has been gratifying and, to some degree, measures the extent to which the recommendations represent a consensus of the direction in which school media programs should move.

The development of the Recommendations has been the result of careful, and at times too slow, effort over a period of years. Beginning in 1970, a first step was taken with a series of regional meetings bringing together representatives of public schools and higher education who had expertise in library science, audiovisual education, and instructional television. GUIDELINES FOR SCHOOL MEDIA PROGRAMS, a first draft, was published and given limited distribution in late 1970. The wide divergence of opinion concerning the acceptability of this document as a basis for further work led to rethinking and a rededicated effort to gain more complete agreement regarding competencies needed by professional personnel in the public school media field. Fortunately, the revision of guidelines for teacher education programs, placing greater emphasis on competency-based certification, afforded the needed opportunity for achieving better agreement.

In developing the Recommendations, careful attention has been given to the suggestions contained in STANDARDS FOR SCHOOL MEDIA PROGRAMS, ALA/NEA, 1969, and MEDIA PROGRAMS: DISTRICT AND SCHOOL, ALA/AECT, 1975. The Recommendations reflect the best thinking of the leadership provided by the Council of Chief State School Officers, the American Library Association, and the Association for Educational Communications and Technology. Recognition is made of the contribution of the Standards Committee of the North Carolina Association of School Librarians which reviewed and critiqued the initial draft of the Recommendations prior to the final editing.

The quantitative standards for materials and equipment are believed to be realistic. Every school in North Carolina either has achieved the Level I recommendations or is in a position to do so in the very near future. Recommendations concerning staff, facilities, and budgetary support are more challenging and merit the most serious effort on the part of all who seek to improve the educational opportunities of the youth of North Carolina. As schools approach the ultimate of service to their students and teachers, they will be implementing the Recommendations for Level II and Level III. The degree to which these are accomplished will be a measure of our devotion to quality education for all.

James W. Carruth

James W. Carruth, Director
Division of Educational Media

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INTRODUCTION

There is no single educational program that meets the needs of all students equally well. Those who strive to build better educational programs must constantly and honestly examine and reexamine their goals and objectives. Education of high quality is expensive, but far more costly is the waste of human resources in poorly educated students whose talents are lost to this nation. (2:5)*

Today's educators and other citizens realize that educational programs of worth, vitality, and significance to students and to society depend upon excellent media programs in the schools. Quality media programs require media personnel in sufficient number and with specialized competencies; learning resources of good quality in sufficient quantity and varied formats; and facilities of adequate size and functional design. (2:5)

The objective of MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ADMINISTRATIVE UNIT is to present recommendations for school and system-level media programs that will provide students and teachers with media services and resources essential for quality education. This document outlines criteria for media programs designed to give all young people the educational experiences they need in order to develop to their greatest potential. Application of these criteria by administrators, supervisors, media personnel, classroom teachers, and boards of education will improve the quality of media programs in the individual schools and at the system level.

MEDIA PROGRAM RECOMMENDATIONS: INDIVIDUAL SCHOOL/ADMINISTRATIVE UNIT delineates a broad concept of services, personnel, equipment, materials, physical facilities and school-community coordination essential to a unified media program. In addition to this broad plan, the quantitative sections of these guidelines have been arranged in three levels to enable the schools of North Carolina to develop both short-range and long-range goals. Since most North Carolina schools are either approaching or are already at Level I, it is recommended that achievement of Level II be accomplished within a three-year period, and that plans be developed to attain Level III within another three-year period.

Because this publication could not be designed as a step-by-step manual for administering a media program, the Selected Bibliography at the end of these guidelines lists books, pamphlets, and periodicals helpful in planning, developing, and administering a unified media program. For further study in this area, each school should purchase a copy of MEDIA PROGRAMS: DISTRICT AND SCHOOL, prepared jointly by the American Library Association and the Association for Educational Communications and Technology.

*Numbers in parentheses following statements in this publication refer the reader to the Selected Bibliography at the end of the publication.

KEY TO ABBREVIATIONS AND TERMS

CARREL: A type of library furniture designed to give privacy to the student engaged in independent study which varies in sophistication from simple, private work spaces to electronically equipped furniture with built-in television and two-way communication systems

CATV: Cable Television, a system of distributing programs in a given area over coaxial cable by a franchised community antenna television company

EDUCATIONAL SPECIFICATIONS: Written communication from the educator to the architect describing the educational program and activities that the school plant should accommodate

MATV: Master Antenna Television System, a single antenna with a distribution system for one building and/or adjacent areas up to the size of a community

MEDIA: Printed and audiovisual forms of information and their accompanying technology

MEDIA ADVISORY COMMITTEE: A committee, chaired by the media coordinator and composed of teachers representing all subject and/or grade areas of the school, who determine media priorities within the school and assist in the selection of appropriate materials and equipment to meet local needs

MEDIA AIDE: A media staff member with clerical or secretarial competencies

MEDIA CENTER: A learning resource center in a school where a full range of print and audiovisual media, necessary equipment, and services from media personnel are accessible to students and teachers

MEDIA COORDINATOR: A professional person with knowledge, understanding of, and competency in the broad range of media services, with particular emphasis on those competencies related to the development and administration of a unified media program

MEDIA PROGRAM: A program bringing together under one administrative structure the elements of the programs formerly designated separately as library, audiovisual, and television (see UNIFIED MEDIA PROGRAM)

MEDIA SPECIALIST: A professional person with a high degree of professional preparation and competency in a specialized area of the media program; e.g., instructional television, subject or teaching area

MEDIA SUPPORT PERSONNEL: All persons, including technicians and aides, who utilize specific skills and abilities in implementing media program activities under the direction and supervision of professional staff members

MEDIA TECHNICIAN: A media staff member who has special training and competencies in one or more of the following fields: graphics production, information and materials processing, photographic production, television and equipment operation and simple maintenance

RESOURCE CENTER: A specialized collection of materials to support a specific topic, subject, or interest area

RFDS: Radio Frequency Distribution System, part of the electromagnetic spectrum in which bands, frequencies, or channels are allocated for the distribution of radio and television programs

RLV: A reading/listening/viewing area of the media facility, formerly called the reading room, which provides space, materials, and equipment to support such media activities as reading, browsing, listening, viewing, and circulating materials

SATELLITE CENTER: A branch of the main media center housing a duplicate collection to support grade levels, specific subject areas, or interest areas

SCHEMATIC: A graphic representation of educational specifications showing interrelationships of areas, omitting specific details

SYSTEM-LEVEL MEDIA CENTER: A center at the school-system level that provides supporting and supplementary media resources and services to individual schools in the administrative unit

TEACHING STATION: A classroom or ANY part of the school where formal instruction takes place, not necessarily an enclosed area

UNIFIED MEDIA PROGRAM: A single, unified program administered by the media coordinator in which instructional and other services related to both print and audiovisual media anticipate and satisfy the school's specific curriculum needs and offer integral support to its broad educational objectives

MEDIA PROGRAM

CHAPTER I

THE MEDIA PROGRAM

A. RATIONALE

In North Carolina, the traditional library of the past has given way to the modern media center, a flexible, multimedia hub of school instruction. Despite some inequities of space, staff, and/or funds from school to school over the State, the emerging school media center is a place where all available formats of instructional materials and their accompanying equipment have become accessible to students as well as to teachers. In addition to the materials students have traditionally been allowed to check out, they may be seen checking out filmstrips, transparencies, tape recordings, and reference books for overnight use.

Within the center itself, activities have expanded to include groups of students working together, delving into independent study, viewing television, locating information in the card catalog, and even occasionally solving problems at a computer terminal.

Likewise, the traditional librarian is emerging as the modern media coordinator, a term which more nearly embraces the multitude of essential skills and responsibilities of her vital role in the school's instructional program. Further, in increasing instances, the automatically assumed "her" of the previous sentence should read "his," as more and more men enter the ranks of the educational media profession. Today's Tar Heel media coordinators are likely to be among the most productive and influential members of the faculty. Look for them in the center of instructional activity, working with curriculum committees, coordinating the selection and acquisition of media for an entire school, teaming with teachers in the preparation of unit studies, engaging departmental staff in weeding collections and discarding outdated material, and acquainting students with all learning materials, both print and nonprint, available in the building.

The source of this transformation is obvious. We all know that the youngster who lisps the alphabet along with SESAME STREET or watches a family birthday party on home movies, who hums with the transistor radio while raking the lawn or inserts cassettes in the tape deck of the family car, is the offspring of 20th-Century technology. These young people have been stimulated visually and auditorily. Books by themselves have never been their only learning tools. Books are basic and imperative, and we fervently hope that they will continue to serve our young people well. But it is also necessary for reading skills to be augmented by skills in observing, listening, viewing, and communicating.

B. PROGRAM CRITERIA

Good media programs are designed to assist learners in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate successfully in society. The student begins to interact with others, masters knowledge as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. (1:4)

The most effective media program depends upon the support of the school board, the superintendent, the school principal, and upon a mutually supportive partnership between teachers and media personnel. Teachers as members of this instructional team keep media coordinators informed about curricula, content, and assignments. Teachers also participate in the planning of media skills instruction, evaluating learning resources, motivating students to use media, and implementing the media program within the context of curricular areas. The move away from textbook and teacher-dominated instruction toward a learner-centered approach to instruction has focused more attention on the school media center as a primary instructional center supporting, complementing, and expanding the work of the classroom.

Media personnel must constantly strive to build bridges between skills and content, purpose and procedure, self and society. To the accomplishment of learning objectives, they apply a knowledge of the potential of various informational sources--verbal, symbolic, pictorial, and environmental. They also apply an understanding of different teaching and learning styles. This concept focuses on human attitudes and interactions, with media personnel supporting students and teachers in the use of media to achieve specified learning goals.

The unified media program brings together under one administrative structure the elements of the programs that formerly were designated separately as library, audiovisual, and televison. It retains the desirable elements of each of these programs, building upon them in order to make available to each educator and each student the contributions of a coordinated media program. The media program with its many facets is complex, yet designed to be convenient for users.

A quality media program serves students and teachers by

- providing a well-chosen collection of media at different levels of maturity, ability, and interest;
- organizing all materials and accompanying equipment for quick, easy accessibility;
- providing guidance in the location, selection, evaluation, and use of materials to meet individual interests and needs;
- providing facilities and opportunities for independent or self-directed learning;
- contributing to the development of skills in reading, viewing, listening, evaluating, and communicating;
- developing skills in the production of special learning materials;
- teaching how to relate to and use outside resources for additional information;
- encouraging creativity and independent use of all types of media.

C. LITERARY ENRICHMENT

Literature and literary enrichment are integral components of a good media program. In the present age of rapid technological advancement, a continuing emphasis on the humanities is essential. Failure to

provide students with opportunities for sharing man's literary accomplishments is to deprive them of one vital aspect of their education. Literary enrichment is available through nonprint materials as well as through books, the more traditional source. Classic films, for example, are as much a part of our cultural heritage as are written works.

"To conduct a balanced literature program which maintains continuity in scope and sequence requires selections appropriate to the individual school situation. Literary enrichment provides a basis for extending literary experiences among all students from kindergarten through senior high school. It is necessary to allow for flexibility within literary types as well as among grade levels because of the differing intellectual capabilities and experiential backgrounds of the students." (6:19)

In developing a balanced literature program, it is important to include the introduction to and appreciation of the following basic literary types: (1) folklore, (2) fantasy, (3) biography, (4) poetry, (5) realistic fiction, and (6) historical fiction. Collections should also include a good selection of the basic literary types at appropriate grade levels.

A carefully planned literature program (K-12) provides students with experiences enabling them to understand themselves and their universe better and affording them a basis for developing their own standards and values.

D. SKILLS DEVELOPMENT

Every student should acquire certain basic research skills early in life. An integral part of a good media program is the identification and implementation of a sequential, media study skills program.

Basic media study skills instruction should be initiated with the student's first use of books and continued consistently through a unified plan (K-12), the ultimate goal being to help children become independent users of all types of resources--print and non-print. Because adaptability is highly desirable and curricular needs vary, plans must be flexible and subject to revision as experience dictates.

The joint responsibility of principal, teacher, and media coordinator is to ensure that each student has these experiences. The guidance, interest, and support of the principal are of prime importance. Teachers can best determine the media study skills needed by individual students. Rather than limit the teaching of these to the teacher or media coordinator alone, more meaningful instruction is a cooperative or team venture, each doing what he or she does most effectively. Similarly, it is strongly recommended that the teaching of media study skills be integrated with and relevant to curricular needs rather than presented in separate, unrelated units.

Some of the basic skills and abilities needed by students in order to acquire and communicate ideas effectively are:

- ability to read, listen to, and view a variety of materials
- ability to determine what information is needed and the appropriate sources for locating it

- ability to locate and select pertinent materials to meet specific needs
- ability to evaluate sources of information, identify authors' intent, and recognize propaganda
- ability to interpret information which requires skills in judging the authoritativeness of sources
- ability to take notes and record sources
- ability to organize information in outline form or sequential arrangement
- ability to select the best medium for summarizing and presenting material
- ability to present material verbally or pictorially in a clear, concise manner

Few skills can be acquired with one brief exposure. Therefore, large-group instruction needs supplementing and reinforcing with individualized instruction, projects, and related activities. Diagnostic tests and other evaluative techniques may be helpful in locating weaknesses in newly acquired skills and habits. Teaching methods and strategies may then be modified to meet individual student needs. Continued reinforcement of skills previously introduced intensifies the student's ability to be an independent user of all types of media resources.

A chart outlining a recommended sequential arrangement for introducing media study skills and equipment operation skills (K-12) follows.

Skills are introduced	MEDIA RESEARCH SKILLS	Skills are reviewed and reinforced
Grades K-2	Media Skills Program Orientation Introduction to media personnel Kinds and locations of materials Organization of materials Selection and borrowing procedures Care of print and nonprint materials Operation of simple audiovisual equipment	Grades 3-12
Grades 3-5	Introduction and Use of Media Resources Card catalog Encyclopedias and dictionaries Magazines and newspapers Information files (vertical, community, etc.) Dewey Decimal Classification System Almanacs and atlases Maps, globes, charts Nonprint collection and accompanying equipment Television	Grades 6-12
	Developing Comprehension and Study Skills Study habits Note-taking Outlining Summarizing Developing a simple bibliography	Grades 6-12
Grades 6,7,8	Use of Indexes and Special Reference Sources Geographical dictionaries Thesauri ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE Biographical dictionaries Adult and special encyclopedias Subject area reference tools Literary indexes	Grades 9-12
	Simple Production of Materials Dry-mounting and laminating techniques Videotaping Thermal transparency production Sound/slide production Maps, charts, models	Grades 9-12
Grades 9-12	Use of Specialized Resources for Research Purposes READERS' GUIDE TO PERIODICAL LITERATURE Specialized bibliographies, serials, abstracts ESSAY AND GENERAL LITERATURE INDEX Specialized community resources Higher education resources Audio/video retrieval systems Microforms	
	Use of Mass Media Television Radio Film Newspapers	

Skills are Introduced	EQUIPMENT OPERATION SKILLS	Skills are reviewed and reinforced
Grades K-2	Filmstrip and slide viewers and projectors	Grades 3-12
	Single-concept super 8mm projector	
	Cassette tape recorders and players	
	Listening and viewing stations	
	Record players	
	Televison receivers	
	Teaching machines (simple)	
Grades 3-5	16mm motion picture projectors	Grades 6-12
	Audio tape recorders, reel-to-reel	
	Carousel slide projector	
	Controlled readers	
	Sound filmstrip projectors and viewers	
	Overhead and opaque projectors	
Grades 6-8	Video cameras, recorders, playback units*	Grades 9-12
	Dry-mount press	
	Cameras and copy stands	
	Thermal transparency production equipment	
	Lettering devices	
	Tape and film splicers	
Grade 9	Computer terminals*	Grades 10-12
	Microform equipment*	
	Audio/video retrieval equipment*	

*Students can learn to use this equipment at an earlier age; however, available equipment and materials suggest use at this level.

PERSONNEL

CHAPTER II

PERSONNEL

Qualified personnel are essential in implementing an effective school media program. The media staff should possess a wide range of competencies in the areas of print, audiovisual, and televised media, as well as have knowledge in the fields of learning theory and curriculum development. Further, media personnel should be strong leaders and administrators who will establish the media program in its proper perspective in the educational process.

The North Carolina State Board of Education on September 7, 1972, adopted new State guidelines for certification of instructional personnel, including professional media personnel. This action discontinues the issuance of certificates in library science and the audiovisual director's certificate. The new guidelines reflect the staffing needs of the unified media program which we have in North Carolina and also recognize the need for differentiated staffing within the unified program. The new guidelines identify the competencies needed by various staff members and provide for areas of certification as a media coordinator, an advanced media coordinator, or a media specialist in an area of concentration. The areas of concentration are (1) instructional development, (2) production, and (3) television instruction. Preparation programs for all of the preceding are at the graduate level.

One certification, the associate media coordinator, can be earned at the undergraduate level. In additon, a person holding a graduate certificate in a subject or a developmental area (e.g., social studies, early childhood education) may qualify as a media specialist in the graduate teaching area by attaining the competencies identified for the associate media coordinator certificate.

As the new requirements for initial certification do not apply to those persons already holding a certificate, the need continues for staff development programs to assist already employed persons in developing additional competencies. The new competency-based guidelines can be used to give direction in the planning of staff edvelopment activities.

The contemporary instructional setting demands expertise in the use of instructional media in teaching and learning. Contributing to this necessity are (1) the impact of newer communications media--television, radio, and electronically recorded materials; (2) the emphasis on the individualization of instruction; (3) the movement to unified media services within the schools, combining the once separate library and audiovisual programs; and (4) the growing recognition of the need for differentiated staffing in media services at the building and the system levels.

A. MEDIA CERTIFICATIONS

North Carolina's GUIDELINES FOR MEDIA PREPARATION identifies the following areas of certification for professional media personnel:

Associate Media Coordinator (undergraduate certification)
Has developed introductory professional knowledge, understanding, and competency in media services, with particular emphasis on the operation of a unified media program

Media Coordinator (graduate certification)
Is a generalist who has developed knowledge, understanding, and competency in the broad range of media services, with particular emphasis on those competencies related to the development and administration of a unified media program

Media Specialist (graduate certification)
Has developed a high degree of understanding and competency in one of the four specific areas below:
(1) Instructional development
(2) Production
(3) Instructional television
(4) Subject or teaching area

B. COMPETENCIES NEEDED

The coordinator of the school media program should be selected on the basis of managerial and administrative competencies, coupled with a wide knowledge of media and expertise in instructional design. When additional professional persons are added to the staff, their training and background should strengthen and complement the first professional's training and background. As soon as two professionals are employed, one should be designated head of the program.

Some essential competencies for media professionals as approved by the North Carolina State Board of Education on September 7, 1972, are identified below:

Media in Relation to Teaching and Learning

- Ability to demonstrate the manner in which different media contribute effectively to learning by students with varying abilities, interests, and needs
- Ability to participate, as a member of the education team, in the construction and application of a systematic process for analyzing curriculum and instructional problems and developing validated, practical solutions to these problems
- Ability to relate media, in terms of the learner's environment, to an instructional system designed through the instructional development process
- Ability to exercise leadership in the design, implementation, evaluation, and revision of the instructional system

Human Relationships--Attitudes and Skills

- Ability to work cooperatively with administrative staff while keeping them fully informed about the media program
- An understanding of the complexity of tasks facing teachers as they try to meet the differing needs of individual learners
- Ability to communicate enthusiasm to teachers and students in the use of materials and equipment
- Ability to recognize and respond to needs which have not been put into words
- Ability to invite and accept suggestions from students and teachers about the services the program provides

- Ability to maintain an effective public relations program which communicates to students, teachers, administrative staff, parents, and the public the media program's vital contributions to learning
- Ability to provide an inviting and comfortable atmosphere in the media center

Evaluation and Selection of Media

- An awareness of the varied needs of the students being served
- An awareness of the organizational pattern of the school program and the effect of this pattern on the use of materials
- Ability to provide for the curriculum needs of the entire school (system), including the staff
- Knowledge of and ability to use selection guides
- Ability to identify and apply appropriate criteria for assessing and evaluating materials and equipment, keeping in mind their functions and the needs of potential users
- Ability to involve the school's staff and students in the process of evaluation and selection
- Ability to maintain a collection free of worn, unattractive, and obsolescent (no longer accurate) materials
- Knowledge of the content of a broad range of print and audiovisual materials
- Ability to coordinate the formulation of a media selection policy
- Ability to identify and involve community resources, including people

The Effective Use of Media

- Ability to assist teachers and students in acquiring the skills essential to operate various equipment used with different formats of materials
- Ability to teach skills and provide reference service in the use of materials
- Ability and initiative to assist teachers and students in identifying, obtaining, or adapting materials to meet special needs
- Ability to create in teachers and students an awareness of the potential of media in accomplishing specific learning objectives
- Effective use of media in communication with students and teachers
- The ability to provide leadership in evaluating the results accruing from the materials and service provided by the media program
- Ability to plan and conduct a program of guidance in reading, listening, and viewing experiences
- Ability to plan, organize, and conduct programs for professional improvement of the school staff

- Ability and initiative to inform teachers and students of television programs and of the applicability of available programs to the school's instructional program
- Ability to promote, facilitate, and interpret for effective use the resources made available by television
- Ability to exercise leadership in evaluating the effectiveness of television programs
- Ability to ensure that appropriate equipment and facilities (including CATV) essential to desirable reception are present and maintained in good working condition
- Ability to provide leadership in developing the use of videotape recordings in the instructional program

Production of Instructional Materials

- Ability to perform mechanical operations involved in the production of basic audio and visual instructional materials
- Ability to plan, design, and produce instructional materials
- Ability to plan and develop instructional systems
- Ability to involve students and teachers effectively in the design and production of needed materials

Organization and Management of the Media Collection

- Ability to provide accessibility to resources and equipment through organizing, processing, circulating, and systematic physical arrangement amenable to the user
- Ability to arrange the media collection in an attractive, stimulating display
- Ability to maintain inventory information related to the media collection in an orderly, efficient, and useful manner
- Ability to apply and adapt principles of classifying, cataloging, and indexing to the media collection
- Ability to appraise the systems and aids available from other agencies for classifying and cataloging resources
- Ability to organize and carry out a system of preventive maintenance for equipment
- Ability to organize and administer a system ensuring the availability of supplies for the production and processing of materials and the maintenance of equipment

Program Planning and Management

- Ability to develop and maintain staff harmony
- Ability to assist in the selection of paraprofessional personnel
- Ability to organize his/her personal schedule of activity to blend with the total job responsibility
- Ability to plan and conduct in-service activities to develop competencies of media personnel
- Ability to organize and direct volunteer assistance from the community

- Ability to supervise and evaluate personnel in relation to the effective use of their time and talents to encourage greater competency
- Ability to provide job descriptions and assist in the selection of media personnel
- Ability to plan and carry out the most effective use of available space in terms of the total activities of the program
- Ability to write educational specifications which incorporate knowledge of current practice and significant trends for the design and construction of media facilities and other learning areas of the school
- Ability to plan systems for housing media securely and economically, based upon knowledge of available systems and comparative costs

C. STAFFING PATTERNS

The type and number of personnel needed in developing and sustaining a unified media program depend upon student enrollment, physical facilities, the teaching and learning processes being supported, the breadth and depth of media services provided, and the amount and nature of technical support available at the system level.

The following table shows the size of building-level staff necessary to implement the media program at the minimum level. Because materials should be processed before they reach the school media center whenever possible, the table does not include staff for the technical processing of materials.

STAFFING FOR SCHOOL MEDIA PROGRAMS

School Enrollment	Minimum Professionals		Minimum Support Staff	
	Head of Media Program	Additional Media Professionals	Media Aides	Technicians
up to 499	1		1	
500 to 999	1		1	1*
1000 to 1499	1	1	1	1*
1500 to 1999	1	1	2	1*
2000 to 2499	1	2	2	1*

*Circumstances will vary from school to school, but in each case support staff should complement the professional staff. The type of program, the services available at the system level, the expertise of the current staff, and the availability of potential support staff influence whether the support position will be that of a media aide or technician.

Each media program, no matter how small, should have the services of a minimum of one full-time media professional. In addition, support personnel should be provided in sufficient numbers to perform the nonprofessional functions of the center. Although it is recognized that some benefits may result from volunteers in the media program, this service does not eliminate the need for salaried support personnel.

SUPPORT STAFF

Support staff is needed to relieve media professionals of many routine, yet important and necessary, duties. TECHNICIANS and MEDIA AIDES comprise this support staff. Persons should be selected because of specialized training, competencies, or the potential for on-the-job training.

The type and number of media support staff needed for each media center or school depend upon the size of the school, the organization of the media staff, any special programs, the types of services requested by different faculties, and services available beyond the building level.

Where student population dictates and budget allows, more than one support person should be employed. A more versatile program can be provided when support personnel have developed specific competencies as MEDIA AIDES and TECHNICIANS.

Inadequate support staff results in inappropriate and costly use of professional staff time, consequently lowering the quantity and quality of media services provided.

MEDIA TECHNICIAN

Technicians have competencies in one or more fields, such as graphics production and display, information and materials processing, photographic production, operation and maintenance of instructional equipment, television production, and installation of system components. Typical duties of media technicians include the following:

- repairing and maintaining equipment
- providing instruction in the operation and use of instructional equipment
- producing graphics and display materials, such as transparencies, posters, charts, graphs, displays, exhibits, and materials for television programs
- performing photographic production work, such as still photography, motion photography for films, videotape recording of television broadcasts, televising of local and in-school events, and developing black-and-white film
- assisting in the technical processing of information and materials by performing such tasks as bibliographic searching and processing of materials
- assisting in the installation of system components, such as closed-circuit television systems and film chains (1:24)

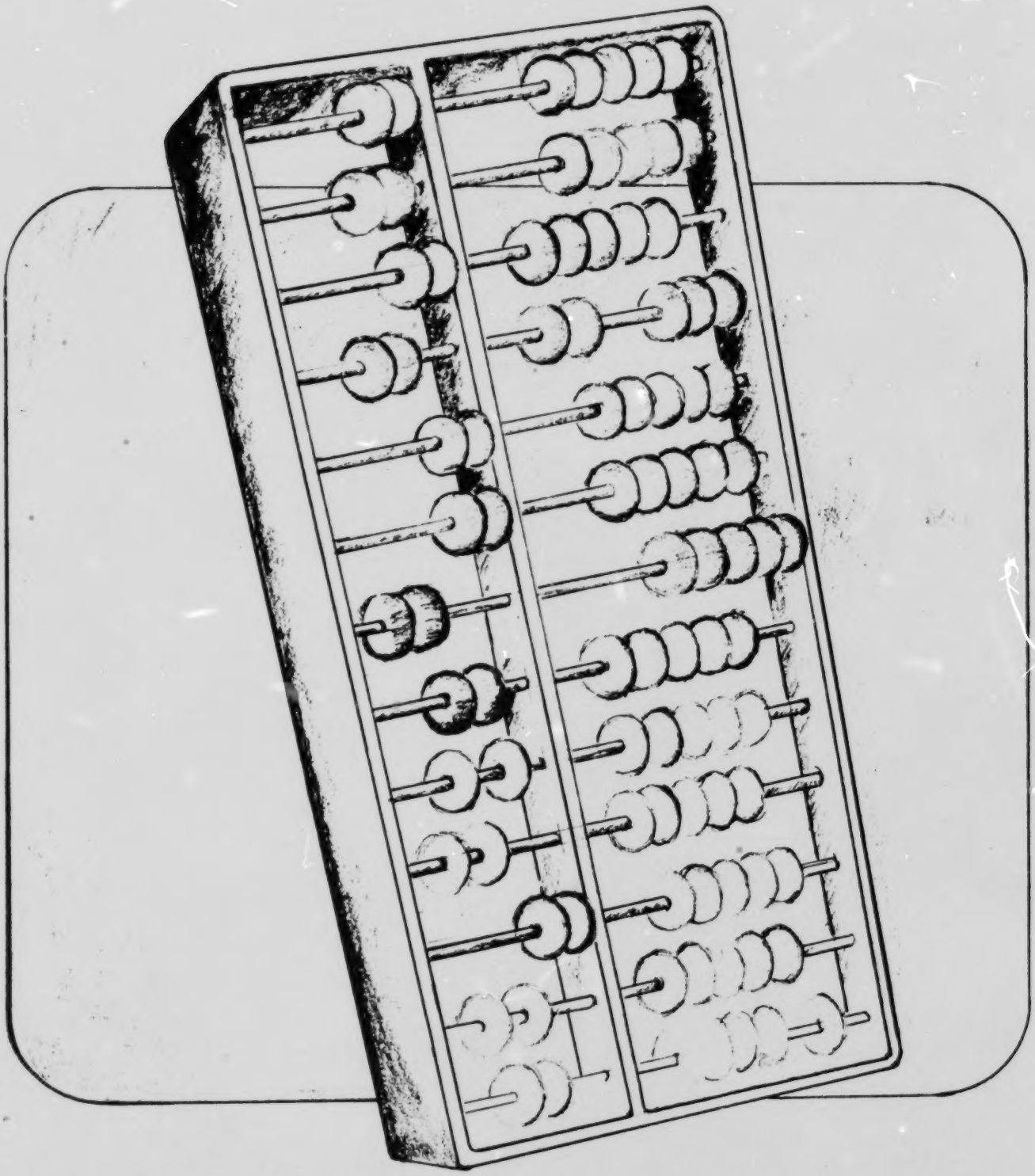
MEDIA AIDE

Aides have secretarial and clerical competencies enabling them to perform tasks related to the ordering, receipt, maintenance, inventory, production,

circulation, and use of materials and equipment. Media aides working directly with users must be able to respond effectively to their needs. They carry out all tasks under the direction of the professional members of the media staff, reporting, as appropriate, to designated professionals or technicians. Typical duties of media aides include these:

- perparing, processing, and receiving orders
- processing materials
- maintaining records, inventories, and bookkeeping accounts
- typing correspondence, reports, and bibliographies
- locating and retrieving materials and equipment for users and assisting them in using media center resources
- assisting in the production of materials; e.g., transparencies, models, audio tapes and videotapes
- assisting in the operation and minor repair of equipment and in the maintenance and repair of materials
- shelving, filing, and duplicating materials
- checking lists and bibliographies to determine availability of materials
- performing circulation tasks such as charging, reserving, booking, scheduling, and delivering materials and equipment (1:24-25)

BUDGET



CHAPTER III

BUDGET

Federal, State, and local funds should be coordinated to provide adequate materials, equipment, and supplies necessary for a desirable media program. Funds are needed for the acquisition and maintenance of collections of materials and equipment, the processing of materials, the production of materials, and necessary consumable supplies. The ratio of expenditures for various types of materials and equipment should depend upon the extent of the holdings and the demonstrated needs of students and teachers. The school's Media Advisory Committee should be thoroughly informed of all funds allocated for the acquisition of instructional materials, equipment, and supplies and should be involved in setting budget priorities.

A realistic assessment of funds available from State and Federal sources for North Carolina schools reveals that the major support for the development of media collections must be provided from local funds. Capital outlay funds will be required to provide the initial media collection in new schools, installation of expensive electronic facilities, delivery systems, security costs, electronic reception and distribution systems, furniture, and special laboratory equipment.

In order to maintain the media collection at a level essential to a desirable media program, the formulas on the following page are recommended. These formulas for annual expenditures provide for the acquisition of newly published or produced materials, needed equipment, replacement of titles, duplicates, media production supplies, preprocessing materials, and repair and maintenance of materials and equipment. The media coordinator, working with the Media Advisory Committee, should set priorities for the expenditure of funds and should have the freedom to make purchases throughout the school year as needs dictate.

Annual allocations not only maintain the media collections for building-level programs but also provide for system-level support of these programs. Such materials include 16mm films, professional reference materials, videotapes, sound recordings, and graphics produced or reproduced at the system center.

FORMULAS FOR YEARLY EXPENDITURES

NATIONAL

"To maintain an up-to-date collection of materials and equipment that fulfills and implements the instructional program, the annual per student expenditure of a school district should be at least 10 per cent of the National per Pupil Operational Cost (PPOC)* as computed by the United States Office of Education." (1:40-41)

Example:

$ 1163.00	National average per-pupil operational cost 1974-75
x .10	
$ 116.30	per pupil ADA should be spent **

STATE (Desirable)

To maintain the media collection at a level essential for a desirable media program, an amount equivalent to 6% of the national average operational cost per pupil should be spent for each pupil in average daily membership.

Example:

$ 1163.00	National average per-pupil operational cost 1974-75
x .06	
$ 69.78	per pupil ADM**

STATE (Minimal)

To maintain the media collection for a media program at a minimum level of acceptability, an amount equal to at least 3% of the national average operational cost per pupil must be spent for each pupil in average daily membership.

Example:

$ 1163.00	National average per-pupil operational cost 1974-75
x .03	
$ 34.89	per pupil ADM**

*Total operational cost, as described by the United States Office of Education, includes administration, instruction, attendance services, health services, pupil transportation services, operation and maintenance of plant, and fixed charges.

**North Carolina funds are allocated on the basis of Average Daily Membership (ADM). National figures are based on Average Daily Attendance (ADA), which would reflect slightly higher per-pupil cost.

CHAPTER IV

RESOURCES

The collection of materials and equipment, hereafter referred to as *media* except where both terms are used for emphasis, is viewed as one essential component of the media program; but its existence alone does not constitute a program. Its purpose is to meet the needs of students by providing materials in the various curricular areas for the diverse learning characteristics and interests of individuals at all levels of ability and maturity. Moreover, the media collection must porvide items for leisure use and professional use. The media collection, therefore, is comprised of a variety of materials and equipment representing various forms of communication in depth and scope sufficient to carry out the educational process.

Each type of media has some unique features, can make a unique contribution, and should be selected for the contributions it can make. In the case of materials, each item should be selected for the contribution that its content and method of delivery, together, can make. All media acquired should meet well-defined purposes for the improvement of instruction.

A. ACCESSIBILITY

It is of utmost importance that all media in the school be readily accessible to every user. Accessibility involves the provision, organization, location and arrangement of the media; the policies and procedures regulating the circulation of media; and the flexible scheduling of the students, the teachers, the media center, and its staff. Furthermore, the degree of accessibility is influenced by the adequacy of the physical facilities and furnishings to accommodate and promote the use of a variety of media.

All school-owned materials need to be organized and arranged so that users can obtain any item quickly and easily. This organization includes classifying, cataloging, and providing in a unified card catalog entries for all materials. The inventory of the school's entire holdings of both instructional materials and equipment should be coordinated through the school's media center. Information sheets found in the appendices offering additional information on organizing, accessioning, and inventorying the collection are as follows: (1) "Eliminate the Nonessential: Accessioning"[4]; (2) "School Media Inventory"; (3) "Annual Instructional Media Report"; (4) "Supplementary Books Organization"; and (5) "Maintaining a Quality Media Collection Through Systematic Weeding."

The philosophy of the school must ensure that the circulation and loan policies encourage users to borrow materials and equipment for use throughout the school, at home, and in the media center. Periodic review of these policies will serve to ensure that no obstacles inhibit the use of media.

For greatest use, the media center should be open during the entire school day and before and after school. In order to expand services to users and to realize greater returns from the school's investment in materials and equipment, consideration should be given to extending hours to include evenings, Saturdays, and vacation periods wherever possible. Extended hours of service require additional professional and supportive staff, preferably working in a staggered schedule rather than as separate staffs.

Users' daily schedules should be flexible enough to incorporate time for using resources in the media center. Adequate facilities and flexible scheduling should provide for individuals, small groups, and class groups to use the center simultaneously during the school day as the need arises. Time should be provided for teachers and students to plan with the media coordinator the most effective use of the media center and its resources.

B. SELECTION

Selection of media should be based on a sound, system-level, written policy as called for in North Carolina General Statute Section 115-206.14(b) and (c). This policy should be developed cooperatively by media coordinators, other professional instructional staff, and administrators, and should be adopted by the local board of education. It should include criteria and procedures for selecting media for individual schools and system-level collections. In addition, the policy should establish a procedure for handling challenged materials. A copy of "Sample Policies for Selection of Instructional Materials," with the accompanying "Citizen's Request for Reconsideration of Media," is included in the appendices.

The coordination of selection and acquisition of media for the individual school is the media coordinator's responsibility. To assist the media coordinator in determining media priorities within the school, consideration should be given to the formation of a media advisory committee. This committee should be composed of teachers representing all subject or grade areas in the school, supervisors, principals, students, and representatives of the community when feasible. Materials and equipment purchased without involving the appropriate instructional staff often go unused. Quality media collections can be maintained only through sufficient funding; therefore, the Media Advisory Committee should be thoroughly informed about all funds allocated for the acquisition of instructional materials, equipment, and supplies and should be involved actively in determining priorities in these areas. An information sheet in the appendices, "The Role of the Media Advisory Committee," gives further suggestions for this committee.

The media coordinator should develop a plan involving teachers not only in the selection of new materials and equipment but also in the systematic weeding of the existing collection. The collection should contain only quality, up-to-date media, excluding obsolete, badly worn, and inappropriate media. To ensure that equipment remain useful and up-to-date at all times, a plan for the preventive maintenance and repair is essential. An information sheet in the appendices offering further suggestions on weeding and discarding is "Maintaining a Quality Media Collection Through Systematic Weeding."

School personnel should employ every existing resource available to them in the process of selecting media. These resources include bibliographies and reviews prepared by qualified professional educators, exhibits and examination collections, and preview copies from publishers and producers. The Materials Review and Evaluation Center in the State Department of Public Instruction maintains a collection of media for examination by educators, and periodically issues annotated bibliographies, ADVISORY LISTS OF INSTRUCTIONAL MEDIA, describing current materials.

In North Carolina the purchase of equipment is handled differently from other states. The North Carolina Department of Administration's Purchase and Contract Division issues annually a term contract covering various items of equipment with specific prices. The following contract certifications, sent to each school system in the State, list specifications, vendors, and equipment costs:

Contract Certification #17	Projectors, screens, stands
Contract Certification #545	Sound and sound reproduction equipment
Contract Certification #615	Televisions and video recording equipment
Contract Certification #102	Production supplies and equipment
Contract Certification #340	Projector lamps

A purchaser's guide included in the appendices provides basic information for making equipment selections, regardless of which item is on contract for a particular year. This contract system aids schools in selecting quality equipment at the most economical price.

C. COLLECTIONS

Establishing meaningful quantitative guidelines for media collections is diffucult because instructional programs, teaching-learning strategies, and school-wide objectives vary. A school implementing a program that varies markedly from traditional instructional patterns must undertake to develop its own collection guidelines if it is to support learning within the concept of its own program.

To assist the average school in determining the quantity of media it needs, the concept of *levels* of materials and equipment is used in the following quantitative guidelines. *A minimum of materials and equipment is essential for any school, regardless of how large or small, conducting an instructional program.* In the school with an enrollment of less than 400 students, the media collection must have as much scope and variety as the school with an enrollemnt of 400+ students. *Therefore in the following tables Level I indicates the minimum quantity of materials and equipment recommended for an effective media program involving 400 students or fewer.* The failure to commit sufficient budgetary resources for obtaining this minimum is liable to produce educational results short of those desired by the school. The suggested quantity in no way seeks to limit the media in the school's collection and should not be construed as a limit. In addition, it must be emphasized that quantities stated at all levels refer only to quality, up-to-date media, and exclude excessive duplicate copies of single titles or obsolete, badly worn, and inappropriate media that should be weeded from the collection.

The interdependence of materials and equipment must be recognized as collections are planned and implemented. Materials in many different formats cannot be used without the appropriate equipment. Generous acquisition of these materials is paradoxically negated if the equipment needed for their use is not provided or is provided in too limited numbers. By the same reasoning, equipment can contribute to learning only if appropriate materials are available for use with that equipment. Thus the materials and related equipment are grouped together within the appropriate categories according to methods of delivery. These categories of delivery are printed verbal, visual, projected visual, audio, audiovisual, and tactile. An additional category, miscellaneous materials and equipment, lists items which, because of their uniqueness, do not fall readily into one of the other categories but nevertheless contribute significantly to the instructional program.

PRINTED VERBAL MATERIALS

		Level I Basic	Level II Intermediate	Level III Advanced
Books (per student)		12	14	18 or more

These are books in the general collection which include the following:

- all books ordinarily classified as part of the media collection
- all paperback books except multiple copies used for intensive study of a given topic
- one to three copies of textbook-type titles which, in the opinion of the media coordinator, would be appropriate for the general collection

The suggested range does not include multiple copies of supplementary textbooks (cloth or paperbound) which should be organized through the media center but should be maintained as a separate collection.

Magazines (per media center)	Elem	30	40	60 or more
	JHS	50	60	75 or more
	SHS	75	95	125 or more

At least one index to magazines should be provided. Duplicate copies of indexes and magazine titles should be provided as the need demands. Files of back issues of magazines should be maintained for at least two years or longer as the type of magazine and the need dictate. Back-issue files may be on microform.

Newspapers (per media center)	Elem	2	3	6 or more
	JHS	4	6	9 or more
	SHS	5	7	10 or more

Newspapers providing local, State, and national coverage should be included in the collection. At least one should be a daily newspaper with national and international coverage.

Information File Materials
(per media center)

An organized information file should be maintained containing such items as pamphlets, pictures, clippings, reprints, and other appropriate ephemeral materials.

Community Resource File
(per media center)

This file should contain information about persons, places, and other community resources available.

VISUAL MATERIALS

	Level I Basic	Level II Intermediate	Level III Advanced
Art Reproductions (per student)	½	1	1½ or more

The collection should represent various artists, subjects, and periods and should include only those reproductions 8" x 10" or larger of durable quality. It is highly desirable that the collection include framed art reproductions that circulate to students for home use.

Globes (per teaching station) — Provide in quantity to meet curricular needs.

A variety of globes compatible with the various abilities and skills of students as well as subjects studied should be provided.

Maps (per teaching station) — Provide in quantity to meet curricular needs.

When selecting maps, consideration should be given to the merits of maps on overhead transparencies in comparison with other flat maps.

Mounted Pictures and Photographs (per student) — Provide in quantity to meet curricular needs.

Study Prints (per student) Includes charts, posters, and graphs	½	1	2 or more

AUDIO MATERIALS AND SUPPORTING EQUIPMENT

		Level I Basic	Level II Intermediate	Level III Advanced
Recordings (per student) Includes discs, cassette tapes, and reel-to-reel tapes		2	3	5 or more
Recordings and accompanying electronic equipment assigned to electronic laboratory installations are not included.				
Record Player, mono				
Tape Recorder, cassette	(per teaching station)	1-3	2-4	4-6 or more
	(per media center)	3	5	7 or more
Tape Recorder, reel-to-reel				
Record Player, stereo	(per media center)	1	2	3 or more
Tape Player, cassette	(per teaching station)	2-4	5-7	8-12 or more
	(per media center)	4	6	8 or more
Tape Recorder, cassette, with synchronization mode	(per media center)	1	2	3
Tape Recorder, reel-to-reel or cassette, stereo	(per media center)	Provide in quantity based on format of media and emphasis of music program.		
Earphones, mono and stereo	(as needed)			
Jackboxes to accommodate multiple earphones	(as needed)			
Radios AM/FM	(per media center)	1	2	3
Additional purchases for teaching stations will depend upon available local programs.				

PROJECTED VISUAL MATERIALS AND SUPPORTING EQUIPMENT

		Level I Basic	Level II Intermediate	Level III Advanced
Film Loops, super 8mm silent	(per student)	¼	½	1 or more
Projectors, super 8mm film loop silent	(per teaching station)	1 per 4	1 per 3	1 per 1 or more
Filmstrips, silent	(per student)	½	1	1½ or more
Projectors, filmstrip silent	(per teaching station)	1 per 3 2	1 per 2 3	1 or more 4 or more
Viewers, filmstrip silent	(per teaching station) (per media center)	2 2	3 4	5 or more 6 or more
Microforms Includes microfilm, microcard, and microfiche	(per media center)	Provide in quantity to meet curricular needs.		
Readers, microform	(per media center)	Provide in quantity to meet curricular needs.		
Reader-Printers, microform	(per media center)	Provide in quantity to meet curricular needs.		
Slides 2" x 2", silent	(per student)	2	3	4 or more
Projectors, slide carousel	(per teaching station) (per media center)	1 per 4 1	1 per 3 2	1 per 2 or more 3 or more
Viewers, slide	(per media center)	2	3	4 or more

		Level I Basic	Level II Intermediate	Level III Advanced
Transparencies	(per student)	2	3	6 or more

In addition to prepared transparencies, an appropriate collection of transparency masters should be provided.

Projectors, overhead	(per teaching station)	1 per 3	1 per 2	1
	(per media center)	2	3	4 or more
Screens, portable	(per media center)	1	2	3 or more
Screens, small rear-view	(per teaching station)	1	2	3 or more
	(per media center)	3	5	7 or more

To be used in carrels without permanently installed screens or otherwise. Viewing equipment with built-in screens is desirable; however, where such units are unavailable, separate units must be used.

Screens, wall-mounted 60" x 60" minimun	(per teaching station)	1	1	1
	(per media center)	1	1	1 or more

White walls with matte finish may be used for projecting visuals.

AUDIOVISUAL MATERIALS AND SUPPORTING EQUIPMENT

		Level I Basic	Level II Intermediate	Level III Advanced
Films, 16mm sound		See "System-level Audiovisual Materials and Equipment" in Chapter VI.		
Projectors, film 16mm sound	(per teaching station)	1 per 10	1 per 5	1
	(per media center)	1	2	3 or more
Sound Filmstrips Includes filmstrips with disc recordings or cassette tape recordings	(per student)	½	1	2 or more
Sound/Slide Sets Includes sets of slides with disc recordings, cassette recordings, or sound on the slides				
Projectors, filmstrip sound	(per teaching station)	1 per 10	1 per 5	1
	(per media center)	1	2	3 or more
Projectors, sound/slide, carousel	(per teaching station)	1 per 10	1 per 5	1
	(per media center)	1	2	3 or more
Viewers, filmstrip sound	(per teaching station)	1	2	3
	(per media center)	3	4	5 or more

Separate projectors, viewers, and audio equipment used in combination with audiovisual materials are listed under "Projected Visual Materials and Supporting Equipment" and "Audio Materials and Supporting Equipment." Equipment combining audio and visual components is desirable; however, until such equipment can be acquired, separate components will suffice.

		Level I Basic	Level II Intermediate	Level III Advanced
Master Antenna and Radio Frequency Distribution System (MA and RFDS)				
	New buildings should be equipped with a system for reception of broadcast and/or cable television. Older buildings should be wired for reception of broadcast and/or cable television. The system should be capable of receiving television from any source on at least six channels, including one channel for each network and two for local origination. Signals can be distributed to each teaching station and/or studio, administrative offices, and media center. Signals are available simultaneously. (1:84) This distribution system is basic to all schools.			
Instructional Television Series Used sequentially or selectively		As many as are appropriate to help serve the learning needs of students in the school		
	See the school television catalog issued by the State Department of Public Instruction each year for listings of available series.			
Educational Television Receivers, color Provided that reception is adequate	(per teaching station)	1 per 4	1 per 2	1 or more*
	(per media center)	1	as needed to meet curricular needs	
	Schools with black and white receivers should replace them with color sets (19" - 23") as they wear out and are discarded.			
Television monitor/receivers, small	(per media center)	As needed for use in carrels or otherwise		

*Large teaching areas will need more than one television receiver for optimum viewing.

	Level I Basic	Level II Intermediate	Level III Advanced
Videotape Recordings, prerecorded Includes videotape recordings, ½" reel-to-reel; video cartridges; video cassettes	Provide in quantity depending on: . quality of reception within the building . the existence of a distribution system within the building . the types of services, equipment, and materials available from the system center . the operational capabilities of professional and technical personnel within the building		

Note: Off-air recording of television programs from the school television service of the State Department of Public Instruction broadcast over the UNC-TV network and other television programs from public and commercial television stations (providing permission is granted from the program distributors) may be done for use at times convenient to the instructional schedule of the schools and at times when the students need such programs.

Videotape Recorder, monitor/receiver	Due to the scheduling problems inherent in a single-channel broadcast service, each elementary school should have at least one videotape recorder, plus monitor/ receiver, and each junior high school and senior high school should have at least two videotape recorders, plus monitor/receiver.		

Videotape recorders have two rather distinct applications to the support of learning:

1. They are used for off-the-air recording of television programs as stated in the note above, for which no video camera is necessary. A second videotape recorder allows the recording of a program off the air and the distribution of another program to a class or several classes at the same time.

2. They are further used for production of videotapes of teacher-prepared demonstrations and presentations designed for certain instructional purposes; the production of pupil-prepared activities for use in the teaching-learning process; for observation and evaluation; and for the taping of pupils engaged in learning and training activities, such as public speaking and physical education. A camera and related equipment will be required for these uses.

TACTILE MATERIALS

Because of the high motivation they afford and their lack of dependence on the learner's verbal ability, the following materials should be available to meet the school's instructional needs:

Artifacts	Models
Dioramas	Realia
Games	Sculpture and other art objects
Manipulative devices	Specimens

MISCELLANEOUS MATERIALS AND EQUIPMENT

Quantitative levels are not stated for these materials and equipment; nevertheless, they make unique contributions to the instructional program and provide resources for the academic needs and general interests of students. An appropriate number to support the school's instructional program should be available.

Materials

Books with recordings
Kits (includes all packaged collections of three or more different types of media relating to a particular topic, excluding the guide)
Programmed instructional materials

Equipment

Book trucks
Earphones, mono and stereo
Equipment stands, portable with telescoping legs and without casters and electrical outlet
Equipment/projection carts
Extension cords, regular and heavy-duty
Jack boxes to accommodate multiple earphones
Lectern, portable
Microphones, with appropriate cables and connectors
Projectors, opaque
Public address system, portable
Public address system, stationary

SCHOOL MEDIA CENTER PRODUCTION EQUIPMENT

Each media center should provide the equipment essential to local production of materials. The amount of support available from the system-level center will influence the capability required at the building level. However, each school media center should possess facilities and provide production supplies and equipment enabling teachers and pupils to produce, at the building level, the materials listed below. The production equipment listed in the second column is necessary for the production of these materials.

Materials to Be Produced	Production Equipment Needed
Recordings, audio, mono (cassette or reel-to-reel tape)	*Quality microphone(s), cassette tape recorder, reel-to-reel tape recorder; cassette tape eraser, bulk; tape splicer*
Recordings, audio, stereo (cassette or reel-to-reeltape)	*Tape recorder, cassette or reel-to-reel, stereo; sound-synchronizing unit*
Film,super 8mm	*Camera, super 8mm, copy stand, film splicer*
Laminated pictures and/or mounted pictures	*Dry-mount press; tacking iron; paper cutter, 30" or 36" blades minimum*
Overhead transparencies	*Thermal copier, lettering devices, diazo printer and accompanying equipment, primary typewriter*
2" x 2" slides, photographs	*2" x 2" slide copy stand with camera and/or instamatic camera with pre-focused copy stand; 35mm camera, with lenses; light meter*
Programmed materials	*Typewriter(s), standard; duplicating machine, spirit or mimeograph*
Videotape recordings	*Camera(s), microphones, monitor/ receiver(s), videotape recorders*

BUILDING-LEVEL PROFESSIONAL MATERIALS

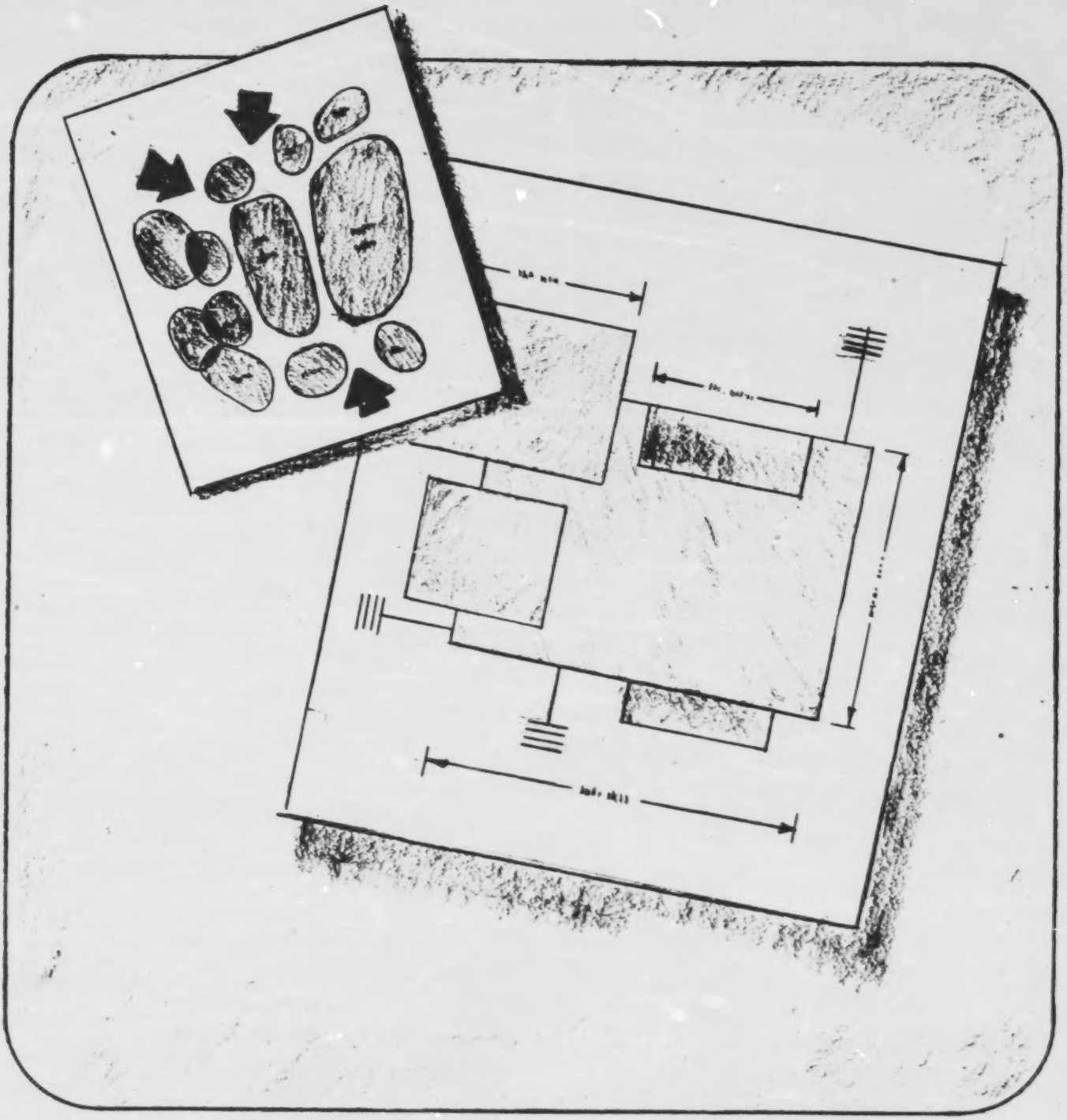
In order for the professional staff to keep abreast of trends, developments, techniques, research, and experimentation, both in general and in specialized educational fields, the building-level professional media collection should include current, quality media such as:

- Books
- Journals
- Government documents
- Pamphlets
- Publications from professional organizations
- Television and radio program guides and manuals
- Selection tools
- Information on in-service education programs
- Curriculum materials, including courses of study, curriculum guides, and teacher's manuals
- Resource units
- Microfiche

  Schools should contact the Research and Information Center in the State Department of Public Instruction for copies of ERIC documents on microfiche.

The professional collection should be easily accessible. It is amplified and reinforced by the system-level professional collection, which includes in-service materials. See "System-level Professional Materials Collections," which appears farther in this document.

FACILITIES



CHAPTER V

FACILITIES

A. PRELIMINARY PLANNING

"A media center combines many different types of facilities into one unit. The media center must, therefore, be designed for present and future educational programs. Instruction, increasingly involving the use of varied materials and complex electronic equipment, must be supported by school media facilities flexible enough to accommodate changes and new emphases in curriculum." (6:49)

It is important that the administrator responsible for coordinating the planning of media facilities employ all available sources of advice and assistance, whether the planning relates to a new structure or to one being renovated or expanded. The administrator should involve the system-level media director, the local school media coordinator, and other instructional personnel in the planning. The administrator may also want to involve experienced media directors from other administrative units which have exemplary programs. In all cases, the early stages of planning should involve the Division of Educational Media and the Division of School Planning in the State Department of Public Instruction in order to ensure that educational planning is done prior to planning the renovation of a facility, whether or not an architect is to be employed.

In order for all spaces to be functional, furniture appropriate in type, size, and placement is essential in the layout of the spaces. The administrator responsible for contracting with an architect is charged with making certain that the design contract clearly specifies a suitable arrangement of furniture throughout the media facility.

Those responsible for educational planning should be informed of current media trends and developments which may prevail in the future in order to anticipate and project the school's specific needs in this area for a minimum of ten years. To ensure that the school's facilities will accommodate maximum use of media, the following planning steps are recommended:

- Appoint a media facilities committee composed of school and system-level media personnel, teachers, community representatives, and students to produce the Educational Specifications for the media center and other learning areas utilizing media.
- Research available reference sources to understand the task, to gain common vocabulary, and to plan for optimum benefits.
- Visit new, innovative, and renovated facilities for ideas.
- Consult specialists concerning educational specifications.
- Involve an architect at this stage if he/she has been employed.
- Define and describe activities by function.
- Provide means for future expansion.
- Develop and submit specifications to the administration for approval and use by architects.
- Discuss specifications with the architect.

. Review schematic designs and preliminary drawings, and submit recommendations to architect.

. Review working drawings and make final recommendations.

B. FUNCTIONAL RELATIONSHIPS

The media center occupies a variety of spaces, each devoted to a specific type of activity. The design of rooms and areas within the media center should accommodate one or more activities, depending upon the nature of such activities. Throughout the media facility, desirable spatial interrelationships are essential to the convenience of users and staff.

The media center's size and the organization of its space must accommodate resources, services, and activities necessary to the instructional program. The center should include space for a minimum of 45 students, or 15% of the student enrollment--whichever is larger--at 40 square feet per student. This minimal space requirement will accommodate reading, browsing, storytelling (in elementary schools), reference, and individual viewing and listening, as well as the storage of materials to support these activities.

Additional space is necessary (a minimum of 2200 square feet) for support areas, including small-group conference and activity areas, professional collection and faculty work area, storage of audiovisual equipment, storage of back issues of periodicals, graphic and photographic production of materials, workroom, office, and media multipurpose area.

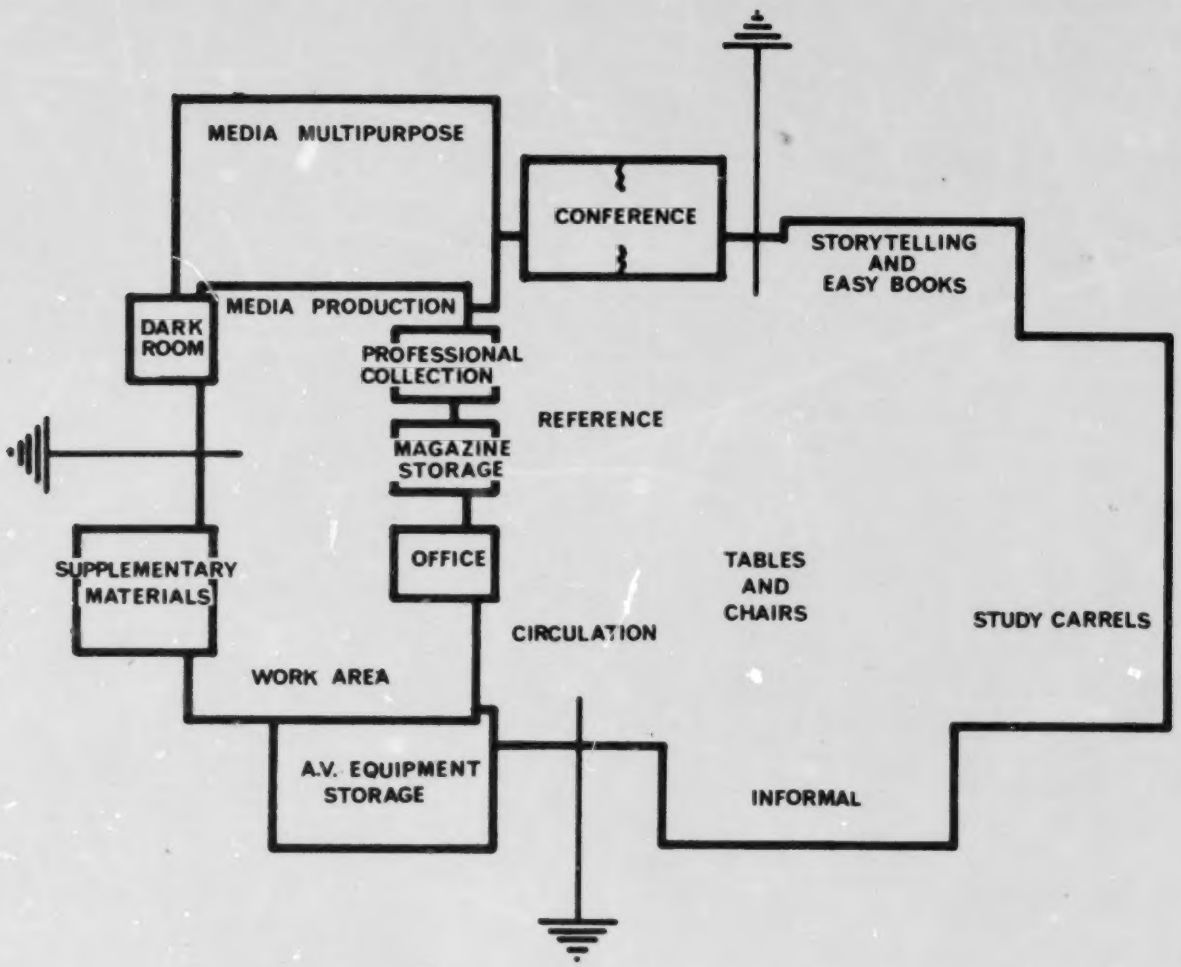
Reading-listening-viewing (RLV): (40 sq. ft. per user x 15% of enrollment)	Accommodates shelving for all types of materials, including current periodicals, either in open or secured areas; contains a browsing area for display of new items, space for individual students to interact directly with all types of materials, and listening and viewing stations for using nonprint materials; includes a storytelling area in elementary schools
Reference: (included in RLV area)	Part of the RLV area, but one requiring frequent professional assistance; should be easily accessible from the office and circulation area
Circulation: (included in RLV area)	Circulation control point for all media; should be near media center's entrance and exit and should be in the RLV area, very close to office/workroom
Conference/small-group activity area: (150 sq. ft. each)	Rooms or semiprivate areas, 10' x 10' or larger; subject to visual supervision from media office/work area
Office: (200-300 sq. ft.)	For media staff; contains desks, storage for professional tools, coat closet, and other appropriate storage; glass enclosed to allow visual control of RLV area; glass should begin 42" or less from floor

Periodical storage: (150-250 sq. ft.)	For the storage and retrieval of periodical back issues, a circulation function which necessitates this area's being directly adjacent to the circulation point; may be combined with the production/processing area (workroom)
Production-workroom: (400-600 sq. ft.)	For technical processing performed at the building level; may be located in the same quarters as the materials production area or separate from it; the latter may involve graphic, photographic, and TV production; should be easily accessible from office and RLV areas with visual supervision from one or both of these areas unless permanent adult staff is assigned to the area(s)
Professional collection and workroom: (300-500 sq. ft.)	For faculty materials and study; adjoins production/workroom and RLV if possible
Media multipurpose: (700-900 sq. ft.)	To accommodate large-group, multimedia instruction opening onto RLV area or an outside corridor; may also be used for group projects and student-centered television productions
Audiovisual equipment storage: (150-250 sq. ft.)	For storage of backup equipment, preventive maintenance, and minor repairs

C. SPATIAL RELATIONSHIPS

Function influences the kind, size, and juxtaposition of spaces. The following Relationships Diagram attempts to identify needed spaces and illustrate the interrelation of various areas. The intersection of squares indicates overlapping media services which should be located adjacent to each other. The size of squares only approximates actual size relationships.

THE SCHOOL MEDIA CENTER



A Relationships Diagram

D. DESIGN CONSIDERATIONS

The philosophy of the school, type of instructional program, services rendered after hours, and degree of collection security needed will influence the design of the school media center. The media center's structure must allow for changes both in enrollment and in instructional objectives. The following design recommendations should be considered:

Location

The extent to which the media program permeates the instructional program depends to a large degree on its location. Therefore the school's media center should be located conveniently to all learning areas of the school, yet avoid the major flow of student traffic. Convenience to an outside entrance with adjacent restrooms not only allows the media center to operate without opening other parts of the school building but also facilitates the delivery of materials and equipment.

Environment

The media center should have aesthetic appeal and an atmosphere conducive to learning. Students should feel encouraged to explore, inquire, research, or merely browse. Good lighting and light control are vital. Light control should be convenient and centralized, with the capability to darken specific areas. Ceilings, walls, and floors should be acoustically treated. Carpeting reduces noise and adds to the attractiveness of the center. Temperature control is also necessary for comfort and for the preservation of materials.

Reading-listening-viewing (RLV) Area

- Seats minimum of 45 students, or 15% of student enrollment
- Furnishes a reading-browsing area with shelving for current periodicals
- Provides a storytelling area for at least 30 pupils at elementary level
- Houses print materials (approximately 12+ books per student), nonprint materials, and reference collection
- Provides seating at tables as well as at study carrels
- Encompasses entrance, circulation, card catalog, and periodical index areas

Conference and/or Small-Group Area

- Provides movable walls between multiple conference rooms
- Has glass front for supervision
- Contains appropriate seating, screens, chalkboard, electrical outlets
- Furnishes light control and acoustical treatment for listening/viewing activities

Resource or Satellite Centers

- Although there are some advantages to resource or satellite centers separate from the main media center, avoid them wherever possible because increased budget for additional staff, larger collections, and duplication within subject areas negate the advantages.
- Determine the need for such centers on the basis of the availability of sufficient and qualified media personnel to provide efficient service.

Production/Workroom

- System-level production services will determine type and amount of production space needed.
- System-level support and volume of media to be processed will decide type and amount of technical processing.
- Capability for visual supervision of students working independently is desirable.
- Water-resistant counters, sink, work tables, oversized cabinets, files for production supplies and equipment, and electrical outlets for all work stations and counters should be provided.
- Darkroom, off-air recording capability, and other special needs should be considered for this area.

Storage Areas (Periodicals, Audiovisual Equipment, Supplementary Materials)

- Separate storage areas are desirable for the following:
  - extra media hardware (not decentralized or on long-term loan to classrooms), as well as one-of-a-kind equipment
  - back issues of periodicals not stored in RLV area
  - supplementary textbook collection and other infrequently used materials currently uncirculated
- Direct corridor access is necessary for areas housing supplementary materials and equipment.
- Storage cabinet for spare parts and supplies and counter space for equipment cleaning and maintenance should be provided.

E. TECHNICAL CONSIDERATIONS

Because good facilities are motivational and the lack of them actually depresses the fulfillment of program goals, they warrant special consideration before new schools are planned and existing schools are remodeled. (1:92) Facility plans for school media programs should take into consideration the following desirable technical support:

Electrical Service and Electronics

- The electrical service for the media center should be flexible and accessible to all areas. The number and location of duplex outlets should correlate with program activities and their locations. Take care to expose outlets--do not conceal them behind shelving and other furniture.

- The media center needs a communication system which includes a telephone and an independently controlled intercom speaker.
- Increasing technological contributions to school communication processes make the media facility the logical base of operations for a centralized system capable of receiving, storing, and redistributing television broadcasts originating within the school, the school system, or from network sources (NBC, ABC, CBS, PBS).
- Each building should have a complete, multichannel distribution system so that broadcast television, closed circuit television, and CATV, if available, can be distributed to each room from the television reception area and from one or more points of origination, such as portable videotape recorders and/or the studio within the building. This centralized system should be used for applying computer technology to the teaching-learning process.

Access and Security

- Conference rooms, production areas, reading-listening-viewing areas, and stack areas should permit easy visual control by staff.
- Student access to materials and equipment should be as open as possible.
- Safeguarding the collection may be strengthened by:
  - visual control
  - locating high-demand materials in controlled access areas
  - locating check-out station near exit and away from stack areas
  - providing outside "drop" for the return of materials improperly acquired

Heat, Light, and Sound Control

- Heating and ventilation equipment should assure draft-free, quiet operation and comfortable surroundings during all seasons. Research shows that a variation of only two degrees above the desired 72°F (22°C) temperature results in a 20% decrease in learning rate, making a strong case for year-round air conditioning.
- Windows should neither admit distracting light nor hinder space utilization. Light control should include dimmers, down lights, and draperies or darkening shades.
- Carpeted floors offer the single best method of controlling sound. Acoustically treated ceilings and walls also facilitate sound control. Adequate space between various areas will further eliminate noise.

Other Teaching/Learning Areas

All teaching/learning areas should adapt to the use of media and should include:

- provisions for natural and artificial light control;
- adequate electrical power with a sufficient number of outlets conveniently located;

- projection screen of appropriate size, permanently installed to provide an undistorted image;
- acoustically treated walls, floors, and ceilings to ensure that sounds from one learning activity do not interfere with learning activities in other areas;
- safe storage for audiovisual equipment and materials, as well as the capability to receive television signals from master antenna (MATV) system.

F. FURNISHINGS

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. Changing emphases in the program may necessitate different space definition; therefore the design of the space and the selection of the furniture should permit flexible arrangement. When selecting furniture for student use, schools must allow for children's physical differences. Color coordination and furniture arrangement should enhance the center's aesthetic appeal. The Educational Media Committee responsible for media specifications should be involved in the selection and placement of all furnishings.

Shelving

All shelving should be sturdy and adjustable. Shelves may be wood or steel, double-faced or single-faced. Whether double- or single-faced, shelving should have backs or partial backs. Types and quantities of shelving will depend upon the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media are to be shelved--intershelved or by types of media.

Type	Capacity Estimate	Depth	Height
Standard books	30 per 3-ft. shelf	8 or 10 in.	5-6 ft.
Reference books	18 per 3-ft. shelf	10 or 12 in.	6-7 ft.
Picture books*	50-60 per 3-ft. shelf	12 in.	30-42 in.
Periodicals	3-4 per 3-ft. shelf	16 in., slanting	5-6 ft.
Phonograph records**	60-70 per 3-ft. shelf	12 in.	30-42 in.
Sound filmstrip boxed sets (or other oversized media)	15-18 per 3-ft. shelf	12 or 16 in.	5-6 ft.

*These need ¼"-wide partitions or dividers, 5" high and spaced 7"-8" apart on each shelf.

**These need ¼"-wide dividers 5"-6" high and 2½"-3" apart on each shelf. Display bins, now frequently preferred, are not as fully standard.

Tables, Chairs, and Carrels

Although round tables are aesthetically pleasing, they provide less usable working surface. The new trapezoidal tables lend themselves to flexible grouping. Standard 3' x 5' rectangular tables provide sufficient working surface for only four students. For adequate, comfortable use a minimum of five feet of floor space should be allowed between all types of tables with their accompanying chairs. Chairs with curved backs and saddle seats are most comfortable.

The visual barrier on a carrel should be above the eye level of an average-sized student when seated. Carrels used with audio equipment, rear projection devices, etc., require special electrical provisions which lessen flexibility. All carrels should contain a shelf for books and other reference materials and provide adequate lighting on work surfaces.

	Type	Elementary	Secondary
Carrels:	depth	24 inches	24 inches
	height	25-28 inches	29 inches
	width	36 inches	36 inches
Tables:	height (all types)	25-28 inches	26-29 inches
	length (rectangular)	60-72 inches	60-72 inches
	width (rectangular)	36 inches	36 inches
	diameter (round)	48 inches	48-60 inches
Chairs:	height	14-17 inches	16-18 inches

Specialized Furniture and Equipment

Some types of specialized furniture and storage units requiring special consideration follow:

Card catalog and shelf-list cabinets	should be below the eye level of the average user; purchase in add-on units from a reliable library furniture company
Atlas stand	30" wide x 27" deep x 44" high with slanted tops for secondary schools; atlas stands, to be useful, must be lower than 44" for elementary students
Charging desk	sometimes referred to as a circulation desk; composed of interchangeable units; should be only as large as necessary to accommodate charging activities; a 3' x 6' desk is usually adequate for a small media center; should be equipped with charging trays for filing circulation cards and drawer space for storing circulation supplies; a standard, elementary school charging desk should be no more than 27" to 29" high

Dictionary stand	22" wide x 16" deep x 44" high; revolving table-top stand will suffice for elementary schools
File cabinets	legal-size with pendaflex frames and hanging folders; for convenient, accessible storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies; larger storage cabinets with flat, narrow drawers for storing large art prints, study prints, flat maps, and oversized art and production supplies

. Because specifications for furniture to display nonprint materials are not so standardized as those for traditional library furniture, none are included. However, a variety of specialized shelving, cabinets, and storage containers are commercially available for most types of media. Some storage suggestions follow:

Filmstrips (silent)	Open-track rather than pigeonhole storage preferred
	Store in filing boxes for integrated shelving
Filmstrips (sound)	Stand boxes upright on regular 12"- or 16"-shelving
	Place units in file boxes for integrated shelving
Slides	Add-on storage cabinets, notebooks, or trays
Disc recordings	Bins or picture book shelving
Tape recordings	Cartons on shelves; cassettes in notebooks
	Special cabinets available commercially
Microfilm, 8mm loop, and videotape	Cartons on open shelves; add-on storage cabinets available commercially

Production Equipment and Furniture

Any instructional program requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for media professionals or teachers to prepare their own materials.

Space and equipment needed for a production area in the media center will depend upon each school's program and needs. Work space should be provided for making such teaching aids as charts, flannel board materials, posters, slides, overhead transparencies, laminated prints, and displays.

Essential production-area furniture includes a work table, drawing table, typewriter table, shallow-drawer slide file, cabinet with shallow drawers (30" x 40") for poster papers, cardboard, and similar materials, and cupboards for storing paint and other supplies used in making simple visuals for the classroom.

Chapter IV lists equipment for local production.

SYSTEM-LEVEL MEDIA PROGRAM

CHAPTER VI

SYSTEM-LEVEL MEDIA PROGRAM

Local school systems have the dual responsibility of providing media service at both the building and the system levels. Effective school media programs at the building level depend upon administrative and supervisory coordination at the system level. Influencing how a system-level program is organized are the size of the system, types and varieties of instructional programs, number of students with special needs, number of special purpose schools, and other, similar considerations. The system-level program usually provides individual schools with the following:

- Materials or equipment too expensive for each school to afford in sufficient quantity; i.e., 16mm films, audio tapes and videotapes, equipment repair service, specialized production facilities and services
- Materials and equipment infrequently used or needed only temporarily
- Backup equipment to replace school-owned equipment being repaired
- Materials or equipment for examination and consideration for purchase
- Materials, equipment, and/or services demanding constant care and upkeep too expensive or time-consuming for individual schools to provide

A. PROGRAM COMPONENTS

The scope of the system-level media program is much broader than that of the school media program. A major responsibility of the system-level program is providing leadership to help individual school media programs develop to their fullest potential. Other responsibilities of the system-level program include

- overall media program planning, development, and evaluation
- integrating media into the curriculum-development process
- selecting and evaluating media personnel
- budgeting for total media program
- providing staff development at system and building levels
- ensuring appropriate use of television
- developing system-level selection criteria and policies
- furnishing maintenance service for media equipment
- conducting system-wide delivery service for equipment and materials
- providing centralized acquisition and processing of all materials
- operating production services for commercially unavailable media
- systematic planning of media facilities to meet program needs

. providing special loan collections of materials and equipment (16mm films, audio tapes and videotapes, professional materials, etc.)

. interpreting the media program to schools and community

B. SERVICES AND STAFFING IMPLICATIONS

System-level program elements should be designed and evaluated individually on the basis of user needs, interests, and economy. In systems where size or financial resources are insufficient for developing an adequate media program at the system level, the administration should consider meeting the needs and requirements through such alternatives as contractual arrangements, multisystem cooperative ventures, consolidation, or participation in a consortium or network at the regional level. Possibilities for mutually advantageous contractual arrangements between school systems should be explored. For example, a group of school districts might set up a cooperative media processing center to handle purchasing, cataloging, and processing materials for all of their schools. One or more systems may develop extensive 16mm film collections available to all schools within a multisystem area. The use of any of these alternative patterns modifies staffing needs at the system level. (1:26)

Administration, Supervision, and In-service Education

The size of the system and scope of its program determine the number and range of media staff positions. The staff reflects the professional, technical and clerical competencies required to implement all of the program elements. *It is essential that every school system, regardless of size, employ at least one full-time media professional to coordinate the system-level program and provide leadership in the development of school media programs.* (1:25)

STAFFING IMPLICATIONS

Media Professionals Support Personnel

The system-level media director is a media professional chosen on the basis of breadth of knowledge and experience in media programs; managerial, administrative, and supervisory competencies; and concern for the fulfillment of the purposes of education. This person occupies the key position in bringing to the educational program the full application of media and technology. Additional professional media personnel are employed as needed to administer specific program operations. The professional staff is supported by sufficient secretarial and technical personnel. (1:26-27)

Audiovisual Equipment Repair Service

Inspection and repair of equipment sent from the individual schools to one central location will reduce equipment "down time" and the number of technicians needed; thus the unit cost of equipment repair will be greatly reduced.

Space will be needed for proper storage of equipment, supplies, and spare parts, as well as for the actual inspection and repair.

Costly duplication of expensive pieces of rarely used equipment can be avoided if these pieces are available for loan through the system-level equipment pool.

STAFFING IMPLICATIONS

Equipment Technicians

Support personnel will be needed for the pickup and delivery of equipment, inspection, repair, preventive maintenance, ordering spare parts, and maintaining an inventory. These tasks could be worked into an overall staffing design consolidating several similar responsibilities.

Centralized Processing

Advantages of centralized processing include the following:

- releasing local building-level professionals to work with teachers and students
- eliminating costly duplication of specialized media expertise by economically and efficiently employing the skills of a cataloger and clerical staff
- providing uniformity and continuity in classification and subject headings
- eliminating costly duplication of bibliographic tools, thus reducing unit cost of cataloging

In systems where centralized processing is not possible, using commercial cataloging and processing services proves the next best alternative. The cost of preprocessing is less than the cost of the school media coordinator's time and materials.

STAFFING IMPLICATIONS

Catalogers Technical Assistants

Considerations affecting the size and quality of the staff are the number of new titles cataloged, the number and formats of materials cataloged and processed, the processing equipment employed, and the depth of cataloging and processing provided.

Production Facilities and Services

Production facilities are needed not only for system-level media staff but also for all teachers and staff who lack access to production facilities in their respective schools.

Production services which may be offered include these:

- Graphics
- Photography
- Audio tape and videotape production and/or reproduction
- Printing
- Kits, models, displays
- Television and radio

Adequate facilities are necessary for satisfactory production. Many materials and supplies require special storage considerations. Any system-level production facilities that provide live audio taping and videotaping capabilities will require soundproof rooms for quality results.

STAFFING IMPLICATIONS

- Graphic artists
- Photographers
- Technicians
- Aides

The number of teachers and other school personnel served, as well as the scope of production services, influence the staff needed.

16mm Film and Videotape Collections

Extensive collections of 16mm films, videotapes, etc., are best provided to individual schools from the system-level media program. Facilities and equipment for storing, cleaning, rewinding, repairing, and previewing films, as well as adequate control of temperature and humidity, are necessary prerequisites for building and maintaining system-level film and tape collections.

STAFFING IMPLICATIONS

- Booking clerks
- Film inspectors
- Distribution clerks

Determining staff size are the number of schools/teachers/students served, geographic characteristics of the system, collection size, booking procedures, and technology used.

Professional Reference and Special Media Collections

Those materials whose excessive cost prohibits their placement in school media collections should be included in the system-level collection. Such items as large models or expensive realia are examples of special collection media.

If the geographic location of the system-level facility makes it readily accessible for staff use after the regular school day, a professional reference collection could greatly enhance services available to all professional staff.

Facilities providing reading, studying, listening, and viewing opportunities for users should be available, along with appropriate audiovisual equipment.

STAFFING IMPLICATIONS

Professional reference librarian Media aide

The number of users, the scope and depth of collection and services provided (such as handling telephone requests and performing research services), and the provisions for extended hours of service determine the number and types of personnel needed.

C. AUDIOVISUAL MATERIALS AND EQUIPMENT

(Based on 8,000 students, or 20 schools)

The system-level media center should provide individual schools with media and equipment which meet one or more of the following criteria: (1) too expensive for each school to afford; (2) infrequently used; (3) rare items unavailable in duplicate, such as art objects, specimens, and museum pieces; (4) needed only temporarily as backup for school-owned items undergoing repair. (1:66) When school systems cannot afford to operate a system-level media center, the media ordinarily furnished by such centers must be secured from regional centers or other sources.

	Level I Basic	Level II Intermediate	Level III Advanced
Audio Recordings those accompanied by permission to duplicate and distribute to schools	Provide in quantity to meet curricular needs.		
Films, 16mm	500 minimum	750	1000 or more
Projectors, 16mm	8	10	12
Film maintenance equipment	Sufficient to service film collection		
Kits commercial kits as well as those prepared at the system-level center	Provide in quantity to meet curricular needs.		

MATV
Master antenna television system

The central administrative office complex of a school system should be wired for the reception and distribution of television programming from each of the four networks, plus one in-house channel. Distribution should include all offices, conference rooms, auditoriums, training areas, and selected work areas. Originating programs from these various areas should also be possible. If a school system is operating in a community served by a cable television system, provision should be made to distribute programs from the system-level center to all schools capable of receiving cable television. Schools should seek access to a minimum of one or two channels from the cablevision company. A more sophisticated system would require four or more channels.

	Level I Basic	Level II Intermediate	Level III Advanced
Videotape recordings, prerecorded (for classroom use)	100	200	400
(for in-service use)	16	20-24	30-32
Includes videotape recordings, ½" reel-to-reel; video cartridges; and video cassettes			

Videotape recorders, monitor/receivers

Videotape recorders have two rather distinct applications to the support of learning:

1. They are used for off-air recording of television programs broadcast by school television, local, commercial, and public networks (providing permission is granted from program distributors) for use at times convenient to the instructional schedule of the schools. For such use, a video camera is unnecessary. A second videotape recorder permits playing back one program while recording another.

2. They are further used for (1) producing videotapes of teacher-prepared demonstrations and presentations designed for certain instructional purposes; (2) producing pupil-prepared activities for use in the teaching-learning process; and (3) observing and evaluating students engaged in learning and training activities, such as public speaking and physical education. These uses require a camera with appropriate photographic equipment.

The following list of equipment should be provided in sufficient quantity to meet the system-level center's needs, to supplement building-level collections and to replace temporarily inoperable school-owned machines.

Book trucks
Earphones
Equipment projection cart
Equipment stands
Extension cords, three-wire heavy duty
Film loop projectors, super 8mm, silent
Filmstrip projectors
Filmstrip projectors, sound
Filmstrip viewers
Filmstrip viewers, sound
Jackboxes
Lecterns, sound, portable
Lecterns, sound, permanently installed
Microform reader/printer(s)
Microform readers
Microphones with appropriate cable and connectors
Microphone mixer
Opaque projector
Overhead projectors
Radios AM/FM
Record players, mono and stereo
Screens, capable of being wall mounted, portable, and/or small rear-view
Slide-dissolve unit
Slide projectors, carousel and/or magazine
Slide viewers
Tape players, cassette
Tape recorders, cassette
Tape recorders, cassette with synchronization mode
Tape recorders, reel-to-reel
Tape recorders, reel-to-reel or cassette, stereo

D. PROFESSIONAL REFERENCE COLLECTION

The number of professional reference materials needed for the system-level program will depend upon the size and scope of professional reference collections at the building level.

Materials*

Books
Curriculum guides, courses of study, and teacher's manuals
EDUCATION INDEX
Films, 16mm
Journals, current and back issues
Government documents
Microforms**
Pamphlets
Publications from professional organizations
Recordings, audio and video
Reference materials, including such items as encyclopedias of education and a dictionary of educational terms
Resource units

*Equipment for use with professional materials is listed on the chart, "System-level Materials and Equipment."

**The system-level center should contact the Research and Information Center in the State Department of Public Instruction for copies of ERIC documents on microfiche.

E. PRODUCTION SERVICES AND EQUIPMENT

Locally produced materials are designed to meet teacher and student needs, staff development activities, and public information purposes. The scope and depth of system-level production are influenced by the degree of production emphasis in individual schools, the facilities and personnel at the system level, and the availability and use of specific production components from outside sources, such as television and radio production or printing services. Consideration must be given to providing the following types of system-level production services unavailable at the building level. In cases where no production is done at the building level, consideration should be given also to providing those services at the system level.

Production Services	Production Equipment
GRAPHICS: visuals for use in curriculum and staff-development programs; presentations made for administrative and supervisory personnel; and visuals for public information programs	*Thermal copier, diazo printer, primary typewriter, headliner, lettering devices, dry-mount press, paper cutter, tacking iron, etc.*
PRINTING: materials such as courses of study, resource units, catalogs of system-level media collections available to schools, study guides accompanying locally produced television and radio programming, sound/slide presentations, and other instructional materials	*Offset press, mimeograph machine, spirit duplicating machine, photocopying machine, etc.*
PHOTOGRAPHY: still photography, black-and-white prints, 2" x 2" slides, super 8mm films, and 16mm films	*Motion picture camera, still cameras, editing equipment, darkroom equipment, light meter, visual maker, slide-dissolve unit, etc.*
TELEVISION AND RADIO: production of instructional television and radio programs, reception and videotape recording of off-air educational telecasts needed for reuse in instruction, (if permitted by copyright laws), and distribution of system-level videotape collection	*Small television and radio studio with accompanying video cameras, recorders, film chain, audio mixer, monitors, editing equipment, audio tape and phono equipment, video switcher, etc.*
AUDIO TAPE PRODUCTION: original audio tape production, off-air recording (in keeping with copyright regulations), and high-speed tape duplication	*Cassette and reel-to-reel tape recorders, bulk magnetic eraser, quality microphones, high-speed tape duplication equipment with both cassette and reel-to-reel capabilities, sound-synchronizing unit, etc.*

Production Services	Production Equipment
KITS, MODELS, AND DISPLAYS: design and production of kits, models, learning activity packages (LAP's), and displays tailored to local instructional needs	*Heavy-duty paper cutter, laminator, dry-mount press, photocopy and duplicating equipment, etc.*

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AUDIOVISUAL INSTRUCTION, Association for Educational Communications and Technology, 1201 Sixteenth Street, Northwest, Washington, D.C. 20036. Monthly.

MEDIA AND METHODS, North American Publishing Company, 134 North Thirteenth Street, Philadelphia, Pennsylvania 19107. Monthly during school year.

SCHOOL MEDIA QUARTERLY: JOURNAL OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Quarterly.

WILSON LIBRARY BULLETIN, H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452. Monthly except July and August.

APPENDIX

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
February, 1975

EXPLANATORY NOTES FOR USE IN COMPLETING ANNUAL INSTRUCTIONAL MEDIA REPORT

1. Art Reproductions - Report only those 8" x 10" or larger, and of durable quality.

2. Books, General Collection - These are books in the general collection which include:

   a. all books ordinarily classified as part of the media collection,
   b. all paperback books except those multiple copies used for intensive study of a given topic,
   c. up to three copies of non-textbook-type titles which may have been acquired under the former State supplementary textbook program but which, in the opinion of the media coordinator, would be appropriate for the general collection.

3. Books, with Recordings - Book which has an audio component to accompany the text. This may be in disc or tape form. Each book with recording is counted as one item.

4. Books, Supplementary - Supplementary books include:

   a. "textbook-type",
   b. paperbacks in multiple copies for intensive study of a given topic,
   c. copies of "non-textbook-type" in excess of those copies counted in the general collection.

5. Films, 16mm, sound - Report only those owned by the school. Do not report the films available from the administrative unit film library.

6. Filmstrips, sound - Filmstrip which has an audio component to accompany the visuals. This may be in disc or tape form. Each filmstrip with recording is counted as one item.

7. Kits - Include all packaged collections of three or more types of media (excluding the guide) relating to a particular topic.

8. Microforms - Group together microfilm and microfiche.

9. Realia - Realia, including models and pieces of sculpture.

10. Recordings, disc and Recordings, tape - Do not include those which accompany filmstrips, slides, books, or those which have been reported as part of a kit.

11. Slides, silent - Report the number of individual slides which have neither an accompanying audio recording nor sound on the slide itself.

12. Slide sets, sound - Report the number of sets of slides which have an audio explanation on tape or record, or in "sound on slide format" to accompany the visual.

13. Study prints - Includes charts and posters. Count each chart of a bound set as one study print.

14. Transparencies - Report transparencies of permanent nature. Count the base and each acetate overlay used in a single presentation as one. Count individual acetates which may be bound together but which are used separately, such as maps, as individual transparencies, e.g., a set of 12 different maps would be reported as 12 transparencies.

15. Audio Equipment and Projection Equipment - Do not report equipment premanently installed in carrels.

16. Jackboxes - Report the number of individual jackboxes as well as those that are part of a carrying case for earphones.

17. Microphones - Report individual microphones. Do not include those which are components of audio and video recording units or systems.

18. Filmstrip projectors, sound - Report those single units that project on a screen for large group viewing.

19. Slide Projectors, 2 x 2 - Report those whose operation involves a magazine or tray.

20. Master Antenna and RF Distribution System (MA and RFDS) - Report those Master antenna and RF Distribution Systems which serve two or more receivers.

21. No. of Program Origination Points - Report the number of locations in addition to the Master antenna input at which programs may be "plugged into" the RF Distribution System. (The RF Distribution System is sometimes referred to as the CCTV System within the school.)

22. No. of Networks Received - There are four (4) major networks - UNC-TV (PBS), ABC, CBS, and NBC. Ideally, a school should have access to all four.

23. No. of Outlets in MA and RFDS - The number of outlets in various locations at which a receiver may be connected to the RF Distribution System.

24. Total B&W Receivers Owned - Report the number of B&W receivers in operational condition owned by the school.

25. B&W Receivers in MA and RFDS - Report the number of B&W receivers which are functioning in the RF Distribution System of the school.

26. Total Color Receivers Owned - Report the number of color receivers in operational condition owned by the school.

27. Color Receivers in MA and RFDS - Report the number of color receivers which are functioning in the RF Distribution System of the school.

28. Educational Channels - Report the number of cablevision channels presently in use for educational purposes exclusively.

29. Program Origination Points - Report the number of locations in addition to the Cablevision Company's studio at which programs can be initiated on channels assigned to school use.

30. Cameras, 35mm, and Accessories - Do not report single lens reflex (SLR) which is counted with copy stand below.

31. Copy machines (thermal), Paper cutters, and Duplicators (mimeograph and spirit) - Report only those located in the production area of the media center.

32. Lettering Equipment - Report only mechanical equipment such as WRICO, LEROY, HEADLINER, etc.

33. Student carrels, wired and unwired - Report the total number of this type.

34. Audio and Audio-Video - Report the number of stations which have the capability of allowing students to receive information originating at a remote location in response to a request received by an electronic signal initiated by the student.

35. Mobile - Indicate the manufacturer or brand name of the mobil unit and the number of student positions the unit serves. If more than one of a given type show the number of the type in front of the manufacturer's name - e.g., "2 Jones for 30" Pos. 60.

36. Booth-Permanent - Report the number of laboratories of permanent (fixed) nature. Also report the total number of student positions of differing characteristics in the one or more laboratories reported.

Division of Educational Media
State Department of Public Instruction
Raleigh, North Carolina
February, 1975

Administrative Unit No.	School Code No.

School Name_____

ANNUAL INSTRUCTIONAL MEDIA REPORT*

Directions: Column (1) of this report lists the media items which are to be reported by each school. Some of the items are footnoted and require the use of the explanatory notes attached to this report. Columns (2) and (3) are optional for reporting; they have been included for your use only if this represents the format in which you keep your records or if it is more convenient for you to report in this way. Column (4) is not optional and must be completed by each school for each item on hand as of June 2, 1975 (do not include items on order). If you have any questions in completing this report, please contact Elsie Brumback, Division of Educational Media, Department of Public Instruction, at (919) 829-3193.

(1) MEDIA ITEM	(2) No. Added During School Year 1974-75	(3) No. Withdrawn During School Year 1974-75	(4) Total No. On Hand As of 6/2/1975
I. SCHOOL OWNED MATERIALS AT END OF SCHOOL YEAR	xxxxxxxxxx	xxxxxxxxxxx	xxxxxxxxx
1. Art Reproductions[1]			
2. Books, General Collection[2]			
3. Books, with Recordings[3]			
4. Books, Supplementary[4]			
5. Films, 16mm, sound[5]			
6. Film Loops, Super 8, silent			
7. Filmstrips, silent			
8. Filmstrips, sound[6]			
9. Globes			
10. Kits[7]			
11. Magazine Subscriptions (for student use)			
12. Magazine Subscriptions (for staff use)			
13. Maps			
14. Microforms[8]			
15. Newspaper Subscriptions			
16. Realia[9]			
17. Recordings, disc[10]			
18. Recordings, tape[10]			
19. Recordings, videotape			

*Illustration only. Actual reporting forms will be furnished annually.

(1) MEDIA ITEM	(2) No. Added During School Year 1974-75	(3) No. Withdrawn During School Year 1974-75	(4) Total No. On Hand As Of 6/2/1975
20. Slides, silent[11]			
21. Slide Sets, sound[12]			
22. Study Prints[13]			
23. Transparencies[14]			
II. SCHOOL OWNED EQUIPMENT AT END OF SCHOOL YEAR	xxxxxxxx	xxxxxxxxx	xxxxxxxxx
AUDIO EQUIPMENT[15]	xxxxxxxx	xxxxxxxxx	xxxxxxxxx
24. Earphones, mono			
25. Earphones, stero			
26. Jackboxes[16]			
27. Microphones[17]			
28. Radios, AM/FM			
29. Record Players			
30. Public Address Systems, portable			
31. Tape Playback Units, cassette			
32. Tape Recorders, cassette			
33. Tape Recorders, reel to reel			
PROJECTION EQUIPMENT[15]	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
34. Film Loop Projectors, super 8mm			
35. Film Projectors, 16mm			
36. Filmstrip Projectors, silent			
37. Filmstrip Projectors, sound[18]			
38. Filmstrip Viewers, silent			
39. Filmstrip Viewers, sound			
40. Opaque Projectors			
41. Overhead Projectors			
42. Projection Carts			
43. Screens, wall			
44. Screens, tripod			
45. Slide Projectors, 2 x 2[19]			
TELEVISION AND VTR EQUIPMENT	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
46. Master Antenna and RF Distribution System (MA and RFDS)[20]			

Administrative Unit No.	School Code No.

School Name _____

(1) MEDIA ITEM	(2) No. Added During School Year 1974-75	(3) No. Withdrawn During School Year 1974-75	(4) Total No. On Hand As Of 6/2/1975
47. No of Program Origination Points[21]			
48. No. of Networks Received[22]			
49. No. of Outlets in MA and RFDS[23]			
50. Total B&W Receivers owned[24]			
51. B&W Receivers in MA and RFDS[25]			
52. Total Color Receivers owned[26]			
53. Color Receivers in MA and RFDS[27]			
VIDEO TAPE RECORDING EQUIPMENT	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
54. Video Tape Recorders			
55. B&W Video Cassette Recorders			
56. Color Video Cassette Recorders			
57. B&W Production Monitors			
58. B&W Video Cameras			
CABLE TELEVISION	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
59. No. of Networks Received[22]			
60. Educational Channels[28]			
61. Program Origination Points[29]			
PRODUCTION EQUIPMENT	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
62. Cameras, 35mm, and accessories[30]			
63. Photographic Copy Stands for SLR camera			
64. Photographic Copy Stands for Kodak Visualmaker			
65. Copy Machines, thermal[31]			
66. Diazo Equipment			
67. Drymount Press			
68. Lettering Equipment[32]			

Administrative Unit No.	School Code No.

School Name _____

(1) MEDIA ITEM	(2) No. Added During School Year 1974-75	(3) No. Withdrawn During School Year 1974-75	(4) Total No. On Hand As Of 6/2/1975
69. Paper cutters[31]			
70. Duplicators, mimeograph[31]			
71. Duplicators, spirit[31]			
MICROFORM EQUIPMENT	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
72. Microfilm Readers			
73. Microfilm Reader-Printers			
SELF-CONTAINED LEARNING STATIONS	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
74. Student Carrels, unwired[33]			
75. Student Carrels, wired[33]			
REMOTE RETRIEVAL STATIONS	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
76. Audio[34]			
77. Audio-Video[34]			
78. Computer Terminals			
MATERIALS MAINTENANCE EQUIPMENT	xxxxxxxx	xxxxxxxxxx	xxxxxxxxx
79. Film Splicer			
80. Film Rewind			
81. Tape Splicer, Audio			
LEARNING (LANGUAGE) LABORATORIES	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
Mobile[35]	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
82. Mfgr._____ (Show No. of Positions in columns)			
83. Mfgr._____ (Show No. of Positions in Columns)			
Booth-Permanent[36]	xxxxxxxxx	xxxxxxxxxx	xxxxxxxxx
84. Report No. of Labs			
Show No. of Listen-Respond Positions			
Show No. of Listen-Respond-Record Pos.			
85. School Media Coordinators Name_____		Soc. Sec. No._____	

_____
Principal's Signature

_____
Date

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
October, 1975

CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Name of person making request_____Telephone_____

Address_____

Complainant represents: _____himself
_____(name organization)_____
_____(identify other group)_____

Name of school owning challenged material_____

Title of item_____

Type of media: book, film, filmstrip, recording, etc._____

Author/artist/composer/producer, etc._____

Publisher/producer (if known)_____

1. What do you believe are the theme and purpose of this item?_____

_____

2. For what age group would you recommend this item?_____

3. What do you feel might be the result of a student's reading, viewing, or listening to this item?_____

4. To what in the item do you object? (Please be specific: cite pages, frames, etc.)_____

_____

5. Is there anything good about this item?_____

6. Did you read, view, or listen to the entire item?_____If not, what parts?_____

_____

7. Are you aware of the evaluation of this item by authoritative sources?_____

8. What would you like your school to do about this item?
_____Do not assign it to any child.
_____Withdraw it from all students as well as from your child.
_____Refer it to the media coordinator's office for reevaluation.
_____Make it available only to those who wish to use it.
_____Other (specify)_____

9. In its place, what item of equal educational quality would you recommend which conveys as valuable a concept and perspective of the subject covered by this item?_____

_____

_____
Date

_____
Signature of Complainant

EDUCATIONAL MEDIA PROGRAM CRITERIA

An Assessment Instrument

DIVISION OF EDUCATIONAL MEDIA
State Department of Public Instruction
Raleigh, North Carolina

September, 1975

EDUCATIONAL MEDIA PROGRAM

Administrative Unit_____ Grades_____

# of students_____

Name of School_____ # of teachers_____

Address:_____

_____

_____

Evaluation completed by:_____,Principal

_____,Media Coordinator

_____,

_____,

Guiding Principles

The unified media program incorporates in one administrative structure the elements of the programs formerly designated as library, audiovisual, and television. It retains and expands the desirable elements of these programs to provide each educator and each student the contributions of a coordinated media program. The key to the media program is accessibility. This program should provide the following:

Competent personnel sufficient in number to conduct the program

Facilities designed for flexibility and convenient use

Resources of high quality and sufficient quantity to meet individual interests and needs

Access to all learning resources available

An effective media program requires the involvement, the commitment, and the cooperation of administrators, teachers, and media staff. The media program affects, and is affected by, everyone involved in the learning process. A program succeeds to the degree that those responsible for it understand, accept, and apply these principles.

Date of Indepth Survey_____

Survey Team Coordinator_____

_____

DIRECTIONS FOR USING THE ASSESSMENT INSTRUMENT

The attached evaluation forms may be completed by individuals, committees, and/or the entire faculty. Open discussion and staff involvement are important elements of successful evaluation.

Principles and criteria used in the forms follow two currently definitive publications:

> Media Program Recommendations: Individual School/Administrative Unit, approved by the State Board of Education, November, 1975.
>
> Guidelines for Media Preparation, adopted by the State Board of Education, 9/7/72.

Familiarity with these guidelines is essential. Should you require copies of the guidelines, please contact:

Division of Educational Media
State Department of Public Instruction
Raleigh, North Carolina 27611

The following rating scale should be used:

5 -	Excellent	---exemplary practice, full utilization
4 -	Good	---above average practice, an adequate comprehensive program
3 -	Fair	---satisfactory or minimum practice
2 -	Poor	---unsatisfactory or below minimum practice
1 -	Missing	---no evidence, a complete lack of program and/or facility
NA -	Not Applicable	---not applicable to existing situation

Strengths, weaknesses, and immediate and long-range plans for improvement may be stated in the summary section at the end of the rating forms. This section will be particularly useful in effective program planning.

I. ADMINISTRATION OF THE MEDIA PROGRAM

AN EFFECTIVE MEDIA PROGRAM REQUIRES THE INVOLVEMENT, COMMITMENT, AND COOPERATION OF ADMINISTRATORS, TEACHERS, AND MEDIA STAFF.

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
1. The school's instructional team, composed of the principal, faculty, and media staff, jointly develop a unified media program.								
2. The media program is designed to meet the needs of individual students and teachers.								
3. The school administration uses current state media guidelines in evaluating the media program, and providing personnel, facilities, budget, and equipment.								
4. A system-level policy for the selection and acquisition of materials and equipment has been adopted by the local Board of Education.								
5. The system-level selection policy has been filed with the Division of Educational Media, State Department of Public Instruction.				X	X	X	X	X
6. The system-level selection policy has been adapted to meet the needs of the school's instructional program.								
7. The principal appoints a media advisory committee, chaired by the media coordinator, which reflects all academic interests of the school.								
8. The principal is responsible for the administration of the school media budget but plans the budget with the media advisory committee and authorizes the expenditure of funds.								
9. Priorities for the allocation of media funds are based on both immediate needs and long-range goals of the school.								

II. ACTIVITIES AND SERVICES

THE MEDIA PROGRAM ENCOMPASSES ALL SERVICES FOR PRINT, AUDIOVISUAL, AND TELEVISED MEDIA.

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
1. The media center strives to render services compatible with the stated philosophy and objectives of the school.								
2. The location and interior arrangement of the media center provide easy access to its services for all instructional areas.								
3. The media center has an "open door" policy and is available for individual student use before and after the regular school day.								
4. Flexible scheduling allows maximum use of all types of media simultaneously by individual students, small groups, and entire classes.								
5. Circulation policies make both materials and equipment readily available for								
a. individuals and classes								
b. materials for home use								
c. equipment for home use								
6. A sequential introduction to media skills (including use of all types of materials and equipment) has been developed jointly by teachers and the media coordinator.								
7. Media skills are taught jointly by the teacher and media coordinator.								
8. Large group instruction is reinforced with individualized instruction, projects and related activities.								
9. Instruction in media skills is a sequential process and is promoted to meet individual and/or grade-level needs.								
10. Students are encouraged to use the media production facilities and all types of media production equipment.								
11. The media staff secures materials for professional staff and students from the system-level center as well as from other sources.								

III. PERSONNEL

QUALIFIED PERSONNEL ARE ESSENTIAL TO AN EFFECTIVE MEDIA PROGRAM. THE MEDIA STAFF SHOULD BE COMPETENT IN THE USE OF PRINT, AUDIOVISUAL, AND TELEVISED MEDIA AND BE COGNIZANT OF LEARNING THEORY AND CIRRICULUM DEVELOPMENT.

PERSONNEL NEEDS VARY ACCORDING TO STUDENT ENROLLMENT, PHYSICAL FACILITIES, AND THE SCOPE OF MEDIA SERVICES. EACH MEDIA CENTER SHOULD HAVE AT LEAST ONE FULL-TIME, CERTIFIED MEDIA PROFESSIONAL WITH A SUPPORT STAFF SUFFICIENT FOR THE CLERICAL AND TECHNICAL FUNCTIONS OF THE CENTER.

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
A. The Professional Staff								
1. A minimum of one media professional should be provided for an enrollment up to 999, two for an enrollment of 1000-1999, and three for 2000 to 2499. Rank your school:								
a. 1-499								
b. 500-999								
c. 1000-1999								
d. 2000-2499								
2. The media coordinator (chief professional):								
a. works enthusiastically and cooperatively with the professional staff and students keeping them fully informed about the media program;								
b. serves on curriculum development, textbook and other professional committees;								
c. is available for departmental and committee meetings on the nature and use of materials;								
d. chairs the media advisory committee;								
e. plans with the instructional team an integrated media program for all students;								
f. supervises the review, evaluation, selection, acquisition, and use of media in the school;								
g. communicates to superiors the quantitative and qualitative needs of the media program;								
h. selects and supervises student volunteers;								
i. selects and directs adult volunteers.								

III. PERSONNEL (continued)

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
A. The Professional Staff (continued)								
3. The professional staff:								
a. assists teachers in integrating media into instructional planning;								
b. maintains an active interest in the continuing developments of all aspects of educational media;								
c. is active in professional organizations;								
d. provides opportunities for inservice activities;								
e. assists the professional staff in the production of teacher-made materials;								
f. assists students in the production and utilization of media;								
g. publicizes the media collections and services in a variety of ways;								
h. locates available school television programs that relate to the curriculum and informs faculty;								
i. provides guidance in the making of video tape recordings of broadcast programs for later instructional use.								
B. The Supporting Staff								
1. A minimum of one paraprofessional is provided for an enrollment up to 499, two for an enrollment of 500-1499, and three for 1500 or more. Rank your school: a. 1-499								
b. 500-1499								
c. 1500 or more								
2. The supporting staff:								
a. provides effective organization of materials and equipment for ease of use;								
b. assists teachers in planning, designing, and producing materials to meet learning objectives when needed materials are not commercially available;								
c. performs a variety of clerical and technical tasks to meet the interests and needs of individual students under the supervision of the media coordinator and/or classroom teacher.								

IV. PHYSICAL FACILITIES

A. THE MEDIA CENTER

THE SCHOOL'S MEDIA FACILITIES SHOULD ENABLE MAXIMUM USE OF A FULL RANGE OF MATERIALS AND EQUIPMENT. THE MEDIA CENTER SHOULD BE CONVENIENT TO ALL CLASSROOMS. THE CENTER'S SIZE AND SPACE MUST ACCOMMODATE THE MEDIA PROGRAM'S RESOURCES, SERVICES, AND ACTIVITIES. SPACE FOR A MINIMUM OF 45 STUDENTS, OR 15% OF THE TOTAL ENROLLMENT (WHICHEVER IS LARGER), WITH 40 SQUARE FEET PER STUDENT TO READ, BROWSE, VIEW, AND LISTEN IS DESIRABLE. ROOM FOR STORY-TELLING IN ELEMENTARY SCHOOLS, FOR CONFERENCES, PROFESSIONAL MATERIALS, STORAGE, PRODUCTION, WORKROOM, AND OFFICES IS ADVISABLE. THE CENTER SHOULD HAVE AN INVITING ATMOSPHERE, ACCOUSTICALLY TREATED WALLS AND FLOORS, GOOD LIGHTING, AND PROPER HEATING AND VENTILATION.

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
1. The media center is convenient to classrooms.								
2. The media center has easy access to the loading and delivery area.								
3. The media center has an inviting atmosphere which is conducive to learning.								
4. Arrangement of furniture promotes the effective use of the media center.								
5. The media center includes the following areas:								
...reading, browsing, circulation, and reference area accommodating a minimum of 45 students or 15% of total enrollment, whichever is larger;								
...media multi-purpose room;								
...listening and viewing areas;								
...study carrel area;								
...easily supervised conference areas;								
...enclosed office;								
...work area adjacent to office;								
...storage facilities for equipment, supplies, and materials not immediately needed;								
...area for display and use of professional materials;								

IV. PHYSICAL FACILITIES (continued)
A. THE MEDIA CENTER

Criteria: (continued)	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
...production facilities for producing audio and visual presentations;								
...facilities for video reception and recording;								
...storytelling area (elementary school only);								
...bulletin boards and display areas;								
...restroom facilities, nearby.								
6. The media center has sufficient								
a. light								
b. heat								
c. ventilation.								
7. Walls are acoustically treated.								
8. Floor covering is sound absorbent.								
9. Storage facilities meet temperature and humidity requirements for certain audio-visual materials, equipment, and supplies.								
10. The media center provides the following:								
...standard size, adjustable shelving;								
...picture book dividers (elementary school only);								
...periodical shelving;								
...newspaper shelving;								
...comfortable, casual furniture;								
...tables and chairs of suitable size and height;								
...dictionary stand;								
...atlas stand;								
...card catalog and shelf list cabinets;								
...proper storage facilities for each type of nonprint material;								
...book trucks;								

IV. PHYSICAL FACILITIES (continued)
A. THE MEDIA CENTER

Criteria: (continued)

...audiovisual equipment carts;

...sink with running water;

...electrically-wired study carrels (wet);

...unwired study carrels (dry);

...circulation desk;

...typewriter.

11. The media center has adequate electric power and outlets to accommodate all media activities.

Available Check One			Utilization Check One				
Yes	No	NA	1	2	3	4	5

B. TEACHING/LEARNING AREAS

ALTHOUGH THE MEDIA CENTER IS THE NUCLEUS OF THE MEDIA FACILITIES, ALL TEACHING/LEARNING AREAS SHOULD ACCOMMODATE THE FULL USE OF ALL MEDIA. FURNISHINGS SHOULD ENCOURAGE FLEXIBLE ARRANGEMENT AND USE.

Criteria:

1. Each learning area has:
   a. sufficient artificial and natural light control,
   b. acoustically treated floors and walls,
   c. properly spaced electrical outlets.
2. Each learning area contains adequate storage facilities for equipment and materials.
3. Projection screens are available for every learning area.
4. Building design permits easy transportation of audiovisual equipment and materials.
5. Building design permits use of television from master antenna system.

Available Check One			Utilization Check One				
Yes	No	NA	1	2	3	4	5

a.
b.
c.

V. LEARNING RESOURCES

THE MEDIA COLLECTION IS ONE ESSENTIAL COMPONENT OF THE MEDIA PROGRAM BUT DOES NOT CONSTITUTE A PROGRAM. THE COLLECTION SHOULD INCLUDE A VARIETY OF CAREFULLY SELECTED MATERIALS AND EQUIPMENT IN VARIOUS FORMATS SUFFICIENT IN DEPTH AND SCOPE TO MEET INSTRUCTIONAL NEEDS AS WELL AS INTERESTS, AND ABILITY LEVELS OF STUDENTS.

A. THE COLLECTION

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
1. A comprehensive collection includes:								
...(a) newspapers (national, state, local) a.								
...(b) periodicals representing different editorial viewpoints and providing wide coverage; b.								
...back issues (at least 3 years back) of periodicals indexed in the ABRIDGED READER'S GUIDE:								
...books: Level I=12 books per student Level II=14 books per student Level III=18 and up per student;								
...reference collection;								
...a wide range of audio, visual, and other non-print media.								
2. An organized, updated, and accessible information file is available.								
3. A relevant print and non-print professional collection serves staff development needs.								
4. An adequate and appropriate balance of materials and equipment is evident.								
5. A variety of materials, equipment, and supplies enables the production of educational media unavailable from commercial sources.								
6. Sufficient audiovisual equipment is available to avoid inconvenience and delay.								
7. An adequate number of television receivers, providing good reception, is available.								
8. A file of teachers guides and schedules to series offered through School Television is available.								
9. A file of community resources (persons, places, and things) is available.								

V. LEARNING RESOURCES (continued)

B. SELECTION, ORGANIZATION AND MANAGEMENT OF THE COLLECTION

Criteria:

1. All educational media of permanent value regardless of where they are housed and how acquired are inventoried, classified, and cataloged centrally.
2. Inventory procedures and records of the media collection serve the Media Advisory Committee as an excellent guide in setting priorities for the selection and acquisition of media.
3. The instructional staff assists the media coordinator in selecting new materials and in weeding existing collections.
4. Recommended selection tools, including advisory lists are used in the selection of media.
5. Media orders for replacements, subscriptions, and requested materials are placed in the spring for early delivery, with remaining purchases made throughout the year as needs dictate.
6. Systematic ordering procedures are used.
7. A card catalog of all educational media provides accessibility to the media whether commercially acquired or locally produced.
8. The shelf list includes information about the acquisition of all materials.
9. All media are subject to occasional inspection and to systematic weeding.
10. The media budget provides for the acquisition of sufficient materials and equipment to meet instructional needs.

Available Check One			Utilization Check One				
Yes	No	NA	1	2	3	4	5

V. LEARNING RESOURCES (continued)

B. SELECTION, ORGANIZATION AND MANAGEMENT OF THE COLLECTION

Criteria:	Available Check One			Utilization Check One				
	Yes	No	NA	1	2	3	4	5
11. The media advisory committee is periodically informed of the media budget balance(s) by the administration.								
12. Consideration is given to the budgeting of funds for the maintenance of media such as the rebinding of books and the repairing of equipment.								
13. Priorities are set by the media advisory committee for the expenditure of federal, state and local funds for the acquisition of materials and equipment.								

VI. SUMMARY

A. Areas of Strength:

B. Areas of Weakness:

C. Immediate Plans of Improvement:

D. Long-range Plans for Improvement:

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
September, 1975

ELIMINATE THE NON-ESSENTIAL: ACCESSIONING

It is the role of the media coordinator to scrutinize thoroughly the use of media staff time to ensure that the results obtained for each amount of time and energy invested are true benefits in terms of better service to the users of the school media program. Each media coordinator must free him- or herself and any other media staff from non-productive tasks in order to invest that effort in functions more directly related to the success of teaching-learning activities.

One example of a task which is non-productive in a school media program and which therefore should be eliminated is accessioning each item of material that is added to the media collection.

The term "to accession" here refers to the practice of assigning a unique number to each item as it is added to the existing collection and recording that number on the item itself and on the shelf list card for that item along with additional data such as, the vendor from whom purchased, the cost of the item, the source of the purchase fund, and the date the item is added to the collection. The number assigned to an item is simply the next cardinal number in a continuous sequence.

It is assumed here that the time-consuming and antiquated practice of maintaining an "accession list" or "accession book" is no longer followed in any elementary or secondary school since the time and effort required in this task has for many years been recognized as clearly unjustifiable in terms of any possible benefit to be gained.

QUESTION: What are the possible justifications for continuing to accession materials?

ANSWER 1: The practice was already in use when I came to work in this school media center.

ANALYSIS 1: "Because it has always been done that way" is not a reason. This line of thinking is responsible for many a practice outliving its raison d'etre.

ANSWER 2: The accession number gives each item a unique identification.

ANALYSIS 2. Each item has unique identification without an accession number. Each item of material has a title and an author (or editor, producer, etcetera) which distinguish it from other items. The name of the publisher or producer is a further distinguishing characteristic of each item.

When the media collection contains duplicate copies of the same item, the copies are distinguished from each other by designating the second copy acquired as copy 2, the third as copy 3, etcetera.

ANSWER 3: The accession number identifies an item as the property of our school media center.

ANALYSIS 3: Since each item is adequately stamped with ownership identification, the accession number is unnecessary for proof of ownership.

ANSWER 4: The accession number indicates how many items are in the collection.

ANALYSIS 4: Since items have been lost or have been weeded and discarded because they became worn, outdated, or inappropriate, the accession number does not indicate the number of items in a collection.

ANSWER 5: We begin accessioning with the number 1 at the beginning of each year. At the end of the year this tells us how many items have been added to the collection during the year.

ANALYSIS 5: Yes, it does. Simply counting the number of items as they are added to the collection would also tell you how many items have been added. And making a simple count does not involve stamping each item of material with an assigned number and then recording that specific number on the shelf list card for that particular item. A card placed at the front of the shelf list can be used to record the date and the total count of the number of items added to the collection on that date.

QUESTION: What information relating to the acquisition of each item of material is needed?

ANSWER: Only information that is needed for a specific reason should be recorded and maintained. An accession number is not needed since the original reason for its use in the school library no longer exists.

The business office should maintain the information necessary to meet the fiscal requirements. This includes a copy of each official purchase order and invoice.

The school media center should enter on the shelf list card for each item (a) the information that is needed to maintain an accurate inventory of the materials collection and (b) the source of the purchase funds.

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
September, 1975

MAINTAINING A QUALITY MEDIA COLLECTION THROUGH SYSTEMATIC WEEDING

A prerequisite for maintaining a quality, up-to-date collection of media is a thorough and complete evaluation of all materials and equipment in the collection. Weeding the school media collection by discarding materials and removing equipment no longer useful is a task as important as selecting new media of high quality. Although state, regional, and national media guidelines may define a minimum quantity of materials and equipment that should be included in schools, the quantities stipulated are intended to refer only to quality media.

Materials

Worn and obsolete materials discourage students in their search for reliable information, encourage users to handle materials carelessly, and detract from the appearance of the school media collection. The best service from the school media program is given when the materials are up-to-date and in good condition. Users should be able to rely upon the materials as being the best available.

The entire collection should be examined at least once a year to identify those materials which need to be discarded. The practice of continuously weeding materials throughout the year may be the most manageable, the most effective, and the least disruptive of services to students and teachers. At no time should the school's media center be closed for weeding or inventory.

A written policy stating procedures for maintenance of a quality media collection should be developed for the school system under the leadership pf professional media personnel and should be formally adopted by the local board of education. The policy should contain criteria for evaluating and weeding the collection, and should state characteristics identifying materials to be permanently discarded. Such characteristics would, but are not necessarily limited to the following:

- Poor physical condition (yellowed, brittle, scratched, warped, torn, or otherwise marred for use)
- Outdated format (fine print; unattractive visuals)
- Obsolete and/or inaccurate content
- Inappropriate subject or treatment of the subject when considered in relation to the needs of the users
- Mediocre or poor quality presentation of content (consider literary, audio, and visual qualities).

Media whose contents are partially outdated should be considered totally outdated. All materials weeded from the collection should be permanently discarded unless they can be returned for credit on new materials. (Materials that can be traded include 16mm films, filmstrips, etc.) Procedures for disposal of weeded materials should be clearly established and followed.

Some suggested procedures for weeding and discarding materials are:

1. Work with a manageable group of materials and records at a time.
2. Remove and keep in order the materials to be discarded from the collection.

3. Write in pencil on the shelf list card for each item being discarded the word "Discard" and the date (month, year). Remove the card from the shelf list unless a duplicate remains in the collection. If a duplicate remains in the collection, write the word "Discard" and the date on the shelf list card by the copy number of the item being discarded, and leave the card in the shelf list.
4. Keep in order the cards removed from the shelf list. These cards will be used later as guides to removing the author, title, and subject cards from the card catalog. They will also be used to give a correct inventory record.
5. Keep, by type of material and category, a running count of the items being discarded for which the shelf list cards continue to remain in the shelf list.
6. Stamp the materials "Discard". All materials weeded from the collection are permanently discarded (or traded in for discounts) according to the policy approved by the local board of education.
7. Itemize and record number(s) of media discarded on appropriate inventory reports.

Equipment

It is important that each school media program provide for the systematic evaluation and weeding of instructional equipment as well as materials. Since the instructional equipment should be kept in operative condition through preventive maintenance and repair, the equipment that should be weeded from the collection is that which:

- is beyond repair or is financially impractical to repair
- has outlived its usefulness
- is replaced by more effective and/or convenient equipment.

Some used equipment can be traded in for discounts on the price of new equipment or can be sold outright by the Division of Purchase and Contract in the State Department of Administration. The copy of the current State Contract for audiovisual equipment, sent annually to the superintendent of each school system, should be consulted for specific information. Procedures for the disposal of equipment withdrawn from school collections should be clearly defined by the local administrative unit.

The date (month, year) and the method of disposal used should be written on the inventory control card for each item of equipment that is withdrawn. This information should be recorded also on any duplicate copies of the inventory control card that may be kept in other locations; e.g., in the system-level equipment repair center. Remove the card from the current inventory list and place it with cards of other withdrawn equipment. Retain these cards until the information on them is no longer needed to substantiate inventory and financial reports.

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
September, 1975

THE ROLE OF THE MEDIA ADVISORY COMMITTEE

Who is legally responsible for providing a written selection policy?

The responsibility for the selection of instructional materials rests with the local school administrative unit as indicated by Section 115-206.14 (b) of the General Statutes of North Carolina to wit: "(b) Local boards of education shall adopt written policies concerning the procedures to be followed in its school administrative unit for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of that unit. Supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks." "(c) Funds allocated by the State Board of Education or appropriated in the current expense or capital outlay budgets of the school administrative units, may be used for the above-stated purposes."

Why have a Media Advisory Committee?

For the selection of Media, the formation of a Media Advisory Committee is recommended on the premises that:

- -the wisest expenditure of funds reflects schoolwide objectives and priorities;
- -the expertise of the school's various curriculum specialists can be invaluable in selecting quality media;
- -wise selection practices can increase the effective utilization of media throughout the school program;
- -wise selection practices decrease useless duplication of materials;
- -media purchased without involving the appropriate instructional staff tend to remain unused;
- -the responsibility for coordinating the selection, acquisition, organization, and circulation of media for the total school is properly the role of the school's professional media staff;
- -the media program is intended to serve all persons in the school, therefore, all persons (via committee members) should have opportunity to share in the responsibility for having a relevant media collection.

For the promotion of the media program, the Media Advisory Committee provides leadership in establishing policies for:

- -services to meet the learning objectives of the school;
- -accessibility to all types of media;
- -an "open door" policy for students during the school day, as well as before and after school;
- -flexible schedule for individuals, small groups, and classes;
- -circulation of media to students for school and home use;
- -instruction in sequential media skills and cooperative planning by the instructional team in the classroom or media center;
- -utilization and production of media;
- -initiation of Book Fairs and other community activities which strengthen the media program.

How is the Media Advisory Committee formed?

In order to ensure that the media selected for acquisition by a school reflect the needs within the school, each school should establish procedures for involving the various personnel in the selection of media. A recommended procedure for each school is the establishment of a Media Advisory Committee. The principal appoints the committee composed of the school's head media coordinator as chairman, other professional media staff, at least one teacher representative from each area of the curriculum (subject area, grade level, or teacher team), one or more students, and parents. The principal of the school serves on the committee; the unit-level media director is a resource person.

What are the procedures for the Media Advisory Committee to follow in the selection of media?

-Adapt the unit-level selection policy to meet local needs.
-Develop a form and establish procedures for reconsideration of challenged materials.
-Know and consider media to meet individual learning styles.
-Solicit recommendations from the various segments and individuals of the school population.
-Assist in weeding to maintain a quality collection.
-Consult inventory records to ascertain scope and depth of the school's existing collection.
-Determine priorities based on school-wide objectives.
-Consult recommended selection tools including Media Advisory Lists.
-Select media which supports the school's total curriculum.
-Set priorities for the expenditure of federal, state and local funds for the acquisition of materials and equipment.
-Communicate to all staff members school-wide priorities as recommended by the Media Advisory Committee.

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
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POLICIES AND PROCEDURES FOR SELECTING EDUCATIONAL MEDIA

The following concerns policymaking for the selection of instructional materials and equipment in school media collections. (Hereafter when both materials and equipment are referred to, the term "media" will be used.) Included is a sample policy offered as a guide to assist school administrative units in developing their own policies and procedures to govern the selection of media. The development of such policies for the selection of instructional materials is required by the Public School Laws of North Carolina, Section 115-206.14(b): "(b) Local boards of Education shall adopt written policies concerning the procedures to be followed in their school administrative unit for the selection and procurement of supplementary textbooks, library books, periodicals, and other instructional materials needed for instructional purposes in the public schools of that unit...."

After a school administrative unit has developed written policies and procedures for the selection of media for its schools, the unit should file a copy with the Director of the Division of Educational Media, State Department of Public Instruction, Raleigh, North Carolina 27611.

Sample

POLICIES AND PROCEDURES FOR SELECTING EDUCATIONAL MEDIA

I. RESPONSIBILITY FOR SELECTING MEDIA

The Board of Education of the _____ School Administrative Unit is the governing body of the unit and is therefore legally responsible for all matters concerning the operation of schools in the unit.

The Board of Education delegates the responsibility for coordinating the selection of media and making recommendations for purchases to the professional media personnel in the unit. A Media Advisory Committee assists the media personnel in the selection process. This committee should include teachers representing all subject areas and/or grade levels, principals, supervisors, students, and community representatives. Under the leadership of media personnel, this group sets priorities for media to be acquired, based on school-wide objectives and on strengths and weaknesses in the existing collection. In determining priorities, the committee is informed of the budget allocated for purchasing media in order to make the wisest choices possible.

II. OBJECTIVES FOR SELECTING MEDIA

The primary objective of the unit-level and school media programs is to implement, enrich, and support the instructional programs of the schools in that unit. The media program makes available, through the media collection, a wide range of materials on varying levels of difficulty with a diversity of appeal compatible with the different needs, interests, and viewpoints of students and teachers.

To this end, the _____ Administrative Unit endorses the SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA PROGRAMS (copy attached) and, in keeping with the ideas expressed therein, asserts that the responsibility of the media program is as follows:

- to provide media that will enrich and support the curriculum, taking into consideration individual needs and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served
- to provide media that stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide a background of information enabling students to make intelligent judgments in their daily life
- to provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of critical thinking and of critical analysis of all media
- to provide materials representative of the many religious, ethnic, and cultural groups in our nation and the contributions of these groups to our American heritage
- to place principle above personal opinion and reason above prejudice in selecting media of the highest quality in order to assure a comprehensive collection appropriate for the users of the media center.*

III. CRITERIA FOR SELECTING MEDIA

Individual learning styles, the curriculum, and the existing collection are given first consideration in determining the needs for media in individual schools.

Media considered for purchase are judged on the basis of

- educational soundness
- overall purpose and its direct relationship to instructional objectives
- timeliness and permanence
- importance of the subject matter and its relevance to real-life situations
- quality of production/manufacturing, quality of writing/presentation and popular appeal
- authoritativeness
- reputation of publisher/producer/manufacturer
- reputation and significance of the author/artist/composer/editor.

*Adapted from the American Association of School Librarians, SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA PROGRAMS.

. format, construction, and price

. ability to accelerate learning and enhance retention

. ability to achieve desired results

. ease of use as opposed to necessity for specialized training.

IV. PROCEDURES FOR SELECTING AND MAINTAINING THE MEDIA COLLECTION

In coordinating the selection of media, the media professional, assisted by the Media Advisory Committee, should

. arrange when possible for firsthand examination of items to be purchased

. use reputable, unbiased, professionally prepared selection aids when firsthand examination of media is not possible

. judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting these specified criteria

. purchase duplicates of extensively used media

. weed continuously from the collection worn, obsolete, and inoperable media

. purchase replacements for worn, damaged, or missing media basic to the collection

. evaluate carefully and purchase only to fill a specific need expensive sets of materials and items procured by subscription

. determine a procedure for preventive maintenance and repair of equipment

. establish a policy controlling sales persons' access to individual school personnel.

V. CHALLENGED MATERIALS

Occasional objections to some materials may be voiced by the public despite the care taken in the selection process and despite the qualifications of persons selecting the materials.

In case materials are challenged, the right to read, freedom of access of materials, and the professional responsibility of the Media Advisory Committee must be defended before the materials themselves.

If a complaint is made, the following procedures should be observed:

. Be courteous but make no commitments.

. Inform the superintendent and the media director of the complaint.

. Invite the complainant to file his/her objections in writing and send him/her a copy of the form, CITIZEN'S REQUEST FOR THE RECONSIDERATION OF INSTRUCTIONAL MATERIALS, for submitting a formal complaint to the Media Advisory Committee.

. The committee will

- reexamine the challenged material
- survey appraisals of the materials in professional reviewing sources
- weigh merits against alleged faults to form opinions based on the material as a whole and not on passages isolated from context
- discuss the material and prepare a report on it
- file a copy of the report with the principal, superintendent, and media director
- retain or withdraw the challenged materials upon completion of the hearing process.

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
August, 1975

SCHOOL MEDIA INVENTORY

Why Inventory?

.Helps assure more appropriate acquisitions
.Helps assess the extent to which students and teachers are provided a wide variety of media suitable to different learning styles, and curriculum areas
.Provides, at the state level, an overall picture of the development and status of media collections in the schools
.Assists the Division of Educational Media in assessing the current status of media collections in the schools and in interpreting to the legislature the need for financial resources

When do you Inventory?

Under ordinary circumstances, once every two years is frequent enough to inventory physically each item of media. The inventory statistics can then be updated at the end of each subsequent year through regular methods of record-keeping. (That is, by adding the number of items put into the collection and by subtracting the number of items removed from the collection during the year). The number of items which have been stolen will be determined only when the physical inventory is made.

. Media equipment may be inventoried at the beginning and/or end of each school year.

It may be convenient to check at the same time to be sure that each item is in operative condition. In any case, preventive maintenance should be conducted on each item periodically.

> At no time should the school's media center be closed when school is in session. A media center which is closed while the school's teaching/learning activities continue is certainly not in the mainstream of the instructional program.

How do you Conduct an On-going Inventory?

.Use student assistants, parent volunteers, and/or media aides to inventory one section of materials at a time, spreading the inventory throughout the school year.
.Since each item of material owned by the school should be recorded on a shelf list card, the shelf list serves as the inventory control record. When a section of materials is inventoried, the shelf list card of each item not on the shelf or in circulation can be signaled with a special tab.
.At the end of the year when all the materials have been returned and placed in order, the tabbed shelf list cards are checked against the shelf to determine which items actually are missing or lost.
.One card for each item of equipment should be maintained in a file to serve as the equipment inventory control record and the record of repairs and preventive maintenance. The equipment inventory process may be divided into manageable units by apportioning the school into sections and inventorying by sections if the collection is very large. Many persons, including teachers to whom the equipment may be assigned, can be enlisted to assist in accounting for all items.

What are Annual Inventory Procedures?

Recording Additions

. Prepare a 3 x 5 card to be placed in the shelf list drawer in front of the listing for each type of material to record the number of items throughout the year.

> Exception: An inventory card for each type of materials should be placed together at the beginning of the shelf list if a media center follows the practice of shelving all formats of materials together by subject.

Example:

Books added	July 1, 197_ June 30, 197_
No.	Date

Make a similar card for filmstrips, disc recordings, etc.

. Each time items are added to the collection, enter on the proper card the number of items and the date added. At the end of the year, total the number of items added to the collection during that year.

Recording Withdrawals

. Prepare a second 3 x 5 card for each type of material to record the number of items withdrawn from the collection. "Withdrawn" here refers to those items that are weeded and permanently discarded plus those items that are lost.

Example:

Books withdrawn	July 1, 197_ June 30, 197_
No.	Date

Make a similar card for filmstrips, disc recordings, etc.

. Each time items are weeded from the collection and permanently discarded, record on the proper card the number of items and the date discarded.
. At the end of the year, total the number of items withdrawn (including lost) during the year.
. Use inventory statistics for the end of the previous year and add or subtract as appropriate to update the statistics. Use ANNUAL INSTRUCTIONAL MEDIA REPORT to record all statistics.

> The purpose of this guide is to suggest clear, concise procedures for obtaining a reasonably accurate inventory. It is a wise practice to limit the investment of time and energy directed toward this task in order to direct energies toward a greater priority--facilitating learning.

Division of Educational Media
State Department of Public Instruction

Raleigh, North Carolina
Revision, 9/75

SUPPLEMENTARY BOOKS ORGANIZATION

The State discontinued the practice of officially adopting supplementary books as of July 1, 1969, and discontinued sale of all supplementary books on June 30, 1971. By act of the 1969 General Assembly, beginning with school year 1969-1970, funds for instructional materials are allotted directly to each school administrative unit with the responsibility for the selection of the instructional materials resting with the local administrative unit. The school media center (library) as the materials center of the school has the responsibility for coordinating the selection, acquisition, organization and management of all instructional materials of the school. The practice within each school should reflect this basic policy.

Some schools still have books which were acquired under the State Adopted Supplementary Books program. The following methods of organization and circulation of such books are recommended in order to make the books as accessible as possible to all students and teachers in the school.

Charting the Organization of Supplementary Textbooks

Since the State officially adopts basal textbooks, any other textbooks may be termed "supplementary". Following are suggested steps for organizing and circulating the supplementary collection:

STEP I -Weed the supplementary collection thoroughly to remove worn and obsolete books. All books weeded from the collection should be permanently discarded following the established procedures of the local administrative unit.

STEP II -Group by subject (Dewey Decimal System may be used); alphabetize within subject by author.

STEP III -Prepare a shelf list card for each title. Author, title, and subject cards may be prepared as for any book of fiction or non-fiction and interfiled in the card catalog.

EXAMPLE: Shelf list card for supplementary books not a part of general media collection

Supplementary
592
B

Author
Title

C.1	C.6	C.11
C.2	C.7	C.12
C.3	C.8	C.13
C.4	C.9	C.14
C.5	C.10	C.15

EXAMPLE: Shelf list card when some copies of the supplementary collection become part of the general media collection

792
C

Author
Title

C.1
C.2
C.3
C.4-C.35 (In Supp. Collection)

STEP IV -Make a circulation card and pocket for each book in the supplementary collection as well as for those becoming part of the library collection.

STEP V -Locate the supplementary collection in or near the media center. One to three copies of a supplementary title may become part of the media collection.

The supplementary collection should be made readily accessible on short or long term basis to all students and teachers. This includes circulation within the media center, to the classroom and/or the home.

These steps of organization and circulation are intended to be one more effort toward making all types of materials readily accessible to all students and teachers in order that varying needs of individual students can truly be met.

Department of Public Instruction
Division of Educational Media

Raleigh, N. C.
July, 1975

GUIDE FOR SELECTION OF PROJECTION LAMPS

The attached guide has been developed to help you with the selection of replacement lamps for the various projectors that have been on North Carolina Contract Certification No. 17 during the past few years.

Replacement lamps for projectors may be purchased through the provision of North Carolina Contract Certification No. 340. This contract expires in November of each year. Each year the contract will indicate the sources from which lamps may be obtained. Local distributors of successful contractors may be identified by reference to the yellow pages of the local telephone directory.

Increased use of projection equipment by schools, particularly for individualized study, suggests a need for purchasing longer-life projection lamps, even though the longer-life lamps may cost more, the greater use will provide better overall cost efficiency. In order that projectors will not be out of use, it is suggested that one spare lamp be circulated with each projector.

System-level media personnel are encouraged to assist local school media personnel in securing the best lamp prices available. If you have questions pertaining to the selection and/or purchase of projection lamps, this office will be pleased to have the opportunity to work with you. Your suggestions for making this guide more useful will also be appreciated.

PROJECTORS	LAMP	RATED LIFE (HRS.)	WATTAGE
16MM PROJECTORS			
Bell & Howell: 540; 542; 545; 551	CTT	25	1000
Bell & Howell: 1540; 1541; 1545; 1551	EMM/EKS	25	250
Graflex: 815; 915; 920; 1050	DKM	25	250
Graflex: 1120; 1160A	EJL	25	200
Kalart Victor	DFD	10	1000
Viewlex: 1600; 1600XL	CTT	25	1000
Viewlex M-43SE1; M-43STE1; M-35082 M-81ST61; M-81SE1	EJL	25	200
FILMSTRIP PROJECTORS (750 Watt Units)			
Bell & Howell: 745B; 745C	CWA	25	750
Bell & Howell 747A	ELH	175	300
Graflex SM750	DEP	25	750
Graflex SM1000	*DLN	25	750
Standard 750R	DDB	25	750
Viewlex V25; V755	DDB	25	750
FILMSTRIP PROJECTORS (500 Watt Units)			
Dukane 14A650	BCK	50	500
Graflex School Master 500	DAK	25	500
Standard Jr. 500; 500RR-2	DAY	30	500
Viewlex V27	DAK	25	500
*General Electric Lamp			
SOUND FILMSTRIP PROJECTORS			
Dukane Super Micromatic	DYH	75	600
Viewlex V371	DDB	25	750
FILMSTRIP VIEWERS			
Avid V-20	BLC	50	30
Beacon Raven	BLC	50	30
Brodart HPI	BLC	50	30
Graflex Study Mate RP-50	BLC	50	30
Beacon FS-105	(This is a special long-life lamp which may be purchased from automobile supply houses for approximately 80¢ each.)		
SOUND FILMSTRIP VIEWERS			
Dukane 28A25	CDS/CDX	50	100
Dukane AV Matic: 14A285; 28A11; 28A27; 28A1	*CDS/CDX	50	100
Graflex Autoadvance II	BLC	50	30
Viewlex Tabletalk; Superviewer 134;136	CBJ/CBC	50	75
2" x 2" SLIDE PROJECTORS			
Crestline Model DL	DAK	25	500
Kodak Ektagraphic AF; 900	DEK/DFW	25	500
Kodak Ektagraphic: 310Z; 340Z	ELH	35	300
Sawyer 570R	DAK	25	500
SOUND/SLIDE PROJECTORS			
3M 625AGA; 625AGF	BCK	50	500

PROJECTORS	LAMP	RATED LIFE (HRS.)	WATTAGE
SOUND/SLIDE VIEWERS			
Singer Graflex Caramate *General Electric Lamp	CAR	15	150
OVERHEAD PROJECTORS			
Bell & Howell 301; 362	DYV	75	600
Besler 15-710	FAL	75	420
Besler 6600	DRS	25	1000
Besler VGC614C; VGC612C; VGC610C; G100GC; G100	DYS	75	600
Buhl 80-12CL; 80-14; 80-14CL; 80-16CL	DYS	75	600
3M 66	FAL	75	420
3M 66ARC; 66ARF; 66ARL; 566RGL; 566RGFL; 566RGCL	EHA	75	500
Projection Optics: 21400C; 21401C; 21402C; 21260; L101	DYS	75	600
OPAQUE PROJECTORS			
Besler VuLite II	DRC	50	1000
Buhl Mark IV	DRC	50	1000
Projection Optics	DRC	50	1000

SUBSTITUTE LAMPS:

LAMP	SUBSTITUTE	RATED LIFE (HRS.)	WATTAGE
BCK	BCL	1000	300
BLC	BLX	50	50
CAR	BEH	15	150
CBJ/CBC	CAS/CAV	50	50
CDS/CDX	None		
CTT	CWA	25	750
CWA	CZA	25	500
DAK	DAY	30	500
DAY	DAK	25	500
DDB	DDY	200	750
DEK/DFW	EGX	200	500
DEP	DAY	25	500
DFD	None		
DKM	DLR	10	250
DLN	DEK/DFW	25	500
DRS	DRC	50	1000
DYH	DVY	25	650
DYS	DYV	75	600
DYV	EGH	50	500
EHA	None		
EJL	EJA	40	150
ELH	ENH	175	300
EMM/EKS	None		
FAL	None		